DOCUMENT RESUME

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ABSTRACT

The fifth volume in the SER-LARS (Special Education Resources Location Analysis and Retrieval System) series presents information on ways to measure SER-LARS learning objectives for which tests have not previously been available. Information is organized according to accession number and each entry is coded to the learning objective number. Directions are given for administration and scoring, and a description of the test/task is provided. Measures are noted to be either a teacher written task/test or an adaptation of an existing test/task procedure. Title of the measure, author's name, and source are also indicated. (CL)

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S E R - L A R S

SPECIAL EDUCATION RESOURCES

LOCATION ANALYSIS AND RETRIEVAL

SYSTEM

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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VOLUME 5

OBJECTIVE REFERENCED MEASURES

The National Learning Resource Center of Pennsylvania (NLRC/P), A Project of the Pennsylvania Department of Education (Bureau of Special and Compensatory Education), with Montgomery County Intermediate Unit No. 23 as Local Education Agency

For further information, please contact the National Learning Resource Center of Pennsylvania, 500 Valley Forge Plaza, 1150 First Avenue, King of Prussia, PA 19406 (telephone 1-215-265-3706).

1975-76 Edition

EC120519

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SER-LARS User's Handbook

SER-LARS Reports: Learning Objectives and Objective Referenced Measure Information

SUMMARY. Policy and procedures are detailed for the use of SER-LARS reports of learning objectives and objective referenced measures.

POLICY STATEMENT. Learning objectives are the link between diagnosis and prescription in the diagnostic-prescriptive model. They are the result of evaluative procedures and the focus for determining prescription components.

Learning objective information must be provided in such a way that it does not dictate curriculum and is applicable in a variety of settings. Learning objectives taken from curricula must be edited so they are usable, independent of the curriculum from which they came. Information on objective referenced measures must be tied to individual objectives and be flexible in order to apply in a variety of settings.

LEARNING OBJECTIVES BY CONTENT AREA (C-1b)

1. Description - this report consists of learning objectives organized by content descriptors.

2. Purpose - this report provides information for the selection of appropriate learning objectives (See Diagnostic-Prescriptive Model - Level 5).

3. Procedures - Location of Objectives: determine appropriate content area from the index or from the descriptors in Appendix F of this handbook. Next, locate the volume of learning objectives containing that descriptor. Once into the volume, locate the specific descriptor. Each objective related to a descriptor will be presented along with other objectives from the same source and related to that descriptor. In that sense, a sequence may be implied. Choose the most appropriate objective.

LEARNING OBJECTIVES HISTORY (C-2)

1. Description - this report is a history of the use of each learning objective.. It is organized by content descriptor as above. In addition to the learning objective, the report lists all instructional materials, instructional methods and objective referenced measures which were reported in prescriptions directed toward that objective. For each of the materials, methods, and test/taks cited, summary student

LEARNING OBJECTIVES HISTORY (C-2) (Continued)

data are reported along with the average teacher rating of that item.

2. Purpose - this report provides information for the selection of appropriate objectives and objective referenced measures (See Diagnostic-Prescriptive Model - Level 5) and for the selection of appropriate instructional materials and methods (See Diagnostic-Prescriptive Model - Level 6).

3. Source - the objective information is based on data submitted by SER-LARS users (See NLRC/P Forms: Prescription Records) and contains identification information on objectives, materials, methods and tests/tasks.

4. Procedures - locate objectives as in Learning Objectives by Content Area. Review the usage history of each item, choosing those deemed appropriate. NOTE: If an item has not been used with a student similar to the one with whom you are working, this does not mean it is inappropriate, it merely means that it has not yet been used or reported.

   If an item is of interest and more information is needed, look up the number of that item in the following reports:

   Objective Referenced Measures (C-3)
   Instructional Materials by Number (D-1a)
   Instructional Methods (E-3)

OBJECTIVE REFERENCED MEASURES (C-3)

1. Description - this is a report of procedures which were specifically generated to test an NLRC/P objective. Each report includes the number of objectives for which it was written, the author or source, directions for administration, a description of the test/task and directions for scoring. It is organized by number.

OBJECTIVE REFERENCED MEASURES (Continued) (C-3)

2. Purpose - (a) provides a way of measuring objectives for which tests have not previously been available, (b) provides a further definition of the objective as interpreted by teachers.

3. Source - this information is based on user input (See NLRC/P Forms: Test/Task Procedures).

4. Procedures - Identify a learning objective from the Learning Objective History where test/task number is also provided. Use this number to locate the test/task desired.

SER-LARS: Objective Referenced Measures

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06190	00080
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06247	00014
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06267	00364
06269	00051
06269	00053
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06322	00370
06322	00392
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21279	00384
21345	00004
21400	00225
21401	00383
21414	00229
21434	00174
30008	00354
30012	00365
35015	00341
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35024	00348
35025	00351
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90108	00011
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90125	00378
90125	00379
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90160	00021
90160	00212
90162	00221
90182	00022
90187	00024
90188	00026
90193	00070
90194	00027
90200	00393
90203	00065
90210	00374
90263	00064
90264	00073
90265	00072

Learning Objective Number	ORM Number
90266	00074
90269	00063
90272	00075
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90275	00067
90276	00068
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Accession Number 00001

NLRC/P

SER-LARS Report C-3
Objective Referenced Measures

☒ TEACHER WRITTEN TEST/TASK

☐ ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: | | | | | |

LEARNING OBJECTIVE NUMBER: | 0 | 6 | 6 | 8 | 3 |

TITLE: Appropriate Verbalizations

AUTHOR: P. Escovar

SOURCE (If applicable): Rural Unit

SOURCE LOCATION:

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

Data are taken on how many times the student answers questions and directs other appropriate verbalizations to the teacher and others in a 30 minute group session

DIRECTIONS FOR SCORING:

Accession Number 00002

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

☐ TEACHER WRITTEN TEST/TASK

☒ ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: | | | | | |

LEARNING OBJECTIVE NUMBER: | 2 | 1 | 2 | 5 | 2 |

TITLE: Heath Elementary Math Level 3

AUTHOR: Dilley, et.al.

SOURCE (if applicable): Heath, D.C. and Company

SOURCE LOCATION: Level 3 page 107

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

DIRECTIONS FOR SCORING:

Accession Number 00003

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

[ ] TEACHER WRITTEN TEST/TASK

[X] ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [0][9][0][6][5]

TITLE: Reading Diagnostic Test

AUTHOR: _____

SOURCE (if applicable): Individual Achievement Monitoring System

SOURCE LOCATION: Test Number 00101

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

DIRECTIONS FOR SCORING:

Accession Number 00004

NLRC/P

SER-LARS Report C-3
Objective Referenced Measures

☐ TEACHER WRITTEN TEST/TASK

☒ ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [2][1][3][4][5]

TITLE: Heath Elem. Math - Level 4

AUTHOR: Dilley, et.al.

SOURCE (If applicable): Heath D.C. and Co.

SOURCE LOCATION: Level 4 ch.7 page 177

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

DIRECTIONS FOR SCORING:

Accession Number 00005

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

☐ TEACHER WRITTEN TEST/TASK

☒ ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [1][8][0][2][9]

TITLE: Elementary School Math.

AUTHOR: Eicholz, R.E.

SOURCE (If applicable): Addison - Wesley Pub Co.

SOURCE LOCATION: Book 5 page 114

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

DIRECTIONS FOR SCORING:

Accession Number 00006

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

[x] TEACHER WRITTEN TEST/TASK

[ ] ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [0][9][6][3][3]

TITLE: Posture and Hands

AUTHOR: P. Escover

SOURCE (if applicable): Rural Unit

SOURCE LOCATION:

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

A baseline is taken on how much time (a) the student's hands are on his/her face, (b) feet are off the floor (c), student is sitting in a lying down or bent position (head is on desk or on elbows).

DIRECTIONS FOR SCORING:

Accession Number 00007

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

[X] TEACHER WRITTEN TEST/TASK

[ ] ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [0][6][1][4][1]

TITLE: Color Discrimination

AUTHOR: P. Escovar

SOURCE (if applicable): Rural Unit

SOURCE LOCATION:

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

Data is kept on correct and incorrect discriminations of a purple circle using the Wisconsin Discrimination Apparatus by John Flohr, Rural Unit.

DIRECTIONS FOR SCORING:

Accession Number 00008

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

[X] TEACHER WRITTEN TEST/TASK

[ ] ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [9][0][1][0][3]

TITLE: Behavior Checklist

AUTHOR: T. Myers

SOURCE (if applicable): Middle Urban Unit

SOURCE LOCATION: _____

DIRECTIONS FOR ADMINISTRATION:

Check the appropriate yes/no box for each item. Use the checklist for a specified period of time.

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:	Yes	No
1. Remains in seat	___	___
2. Refrains from calling out	___	___
3. Follows directions	___	___
4. Refrains from distracting peers	___	___
5. Refrains from throwing things	___	___
6. Hands in assignments	___	___
7. Is not disrespectful to teacher	___	___
8. Comes to class on time	___	___
9. Student is quiet and ready to begin when teacher is ready	___	___
10. Volunteers to participate	___	___

DIRECTIONS FOR SCORING:

Accession Number 00009

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

[x] TEACHER WRITTEN TEST/TASK

[ ] ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [9][0][1][0][4]

TITLE: Word Meanings

AUTHOR: T. Myers

SOURCE (if applicable): Middle Urban Unit

SOURCE LOCATION:

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

Test consists of objective items measuring students knowledge of the word meanings, for example, matching the selected words to the definition, filling in sentences with the appropriate word or given the word, the student writes the definition.

DIRECTIONS FOR SCORING:

NLRC/P

Accession Number: 00010

SER-LARS Report C-3
Objective Referenced Measures

[x] TEACHER WRITTEN TEST/TASK

[ ] ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [9][0][1][0][6]

TITLE: Time on Task

AUTHOR: P. Escovar

SOURCE (if applicable): Rural Unit

SOURCE LOCATION:

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

Data are collected on how long the student spends on particular types of tasks without physical or verbal prompting.

DIRECTIONS FOR SCORING:

Accession Number 00011

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

[X] TEACHER WRITTEN TEST/TASK

[ ] ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [9][0][1][0][8]

TITLE: Asking Permission

AUTHOR: P. Escovar

SOURCE (If applicable): Rural Unit

SOURCE LOCATION:

DIRECTIONS FOR ADMINISTRATION:

Requires either observation in class or classroom teacher documentation.

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

Data are taken on how many times the student asks permission to leave a designated area, write on the chalkboard or go to the lavatory, by using the following chart:

Frequency	Asked Permission by repeating teacher	Asked Permission after prompt	Asked Permission independently	Consequences

DIRECTIONS FOR SCORING:

Accession Number 00012

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

[x] TEACHER WRITTEN TEST/TASK

[ ] ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [9][0][0][1][2]

TITLE: Running Behavior

AUTHOR: P. Escovar

SOURCE (if applicable): Rural Unit

SOURCE LOCATION:

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

Pre Test Data are collected on how many times the student runs in the classroom, outside or in the halls for a one week period.

Post Test Data are taken for consecutive school days on how many times the student runs in the classroom outside or in the halls and also whether the above intervention procedure was carried out.

DIRECTIONS FOR SCORING:

Accession Number 00013

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

[x] TEACHER WRITTEN TEST/TASK

[ ] ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [9][0][0][1][3]

TITLE: Hand Raising

AUTHOR: P. Escovar

SOURCE (if applicable): Rural Unit

SOURCE LOCATION:

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

Pre Test A baseline is taken on how many times the student raises his hand while sitting in small groupsituation, whether in response to a question or self-initiated.

Post Test Data are taken for two consecutive days on how many times the student raises his hand while sitting in a small group situation without a physical prompt from the instructor.

DIRECTIONS FOR SCORING:

Accession Number 00014

NLRC/P

SER-LARS Report C-3
Objective Referenced Measures

[X] TEACHER WRITTEN TEST/TASK

[ ] ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [0][6][2][4][7]

TITLE: Coming on Command

AUTHOR: P. Escovar

SOURCE (if applicable): Rural Unit

SOURCE LOCATION:

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

Pre Test A baseline is taken on how many times the student comes upon hearing the command "(name), come here," when the teacher is standing at least two feet away.

Post Test On three consecutive days data are dept on how many commands are spoken before the student approaches the instructor who is standing at least two feet away.

DIRECTIONS FOR SCORING:

Accession Number 00015

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

[x] TEACHER WRITTEN TEST/TASK

[ ] ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [9][0][0][1][4]

TITLE: Matching Color Names

AUTHOR: _____ SOURCE (if applicable): Rural Unit

SOURCE LOCATION: _____

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

The student is shown one of each red, blue, green, yellow and orange objects. He is then handed a color name (in random order) and asked to place the card under the correct colored object. Each color is repeated four times.

DIRECTIONS FOR SCORING:

Accession Number 00016

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

[X] TEACHER WRITTEN TEST/TASK

[ ] ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [9][0][0][1][4]

TITLE: Time on Task

AUTHOR: P. Escovar

SOURCE (If applicable): Rural Unit

SOURCE LOCATION:

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

Pre Test — A baseline is taken on how long the student attends to a task in a 1 to 1 or small group situation without the need for physical restraint and without crying or running away.

Post Test — Data are taken for three consecutive days on how long the student can work in a 1 to 1 or small group situation for 10 minutes without crying or running away.

DIRECTIONS FOR SCORING:

Accession Number 00017

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

[x] TEACHER WRITTEN TEST/TASK

[ ] ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [0][6][3][1][2]

TITLE: Counting

AUTHOR: P. Escovar

SOURCE (if applicable): Rural Unit

SOURCE LOCATION:

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

Pre Test The student is given 10 blocks of the same color and instructed to count them.

Post Test The student is given the same 10 blocks as used in the pre test and instructed to count them.

DIRECTIONS FOR SCORING:

Accession Number 00018

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

[x] TEACHER WRITTEN TEST/TASK

[ ] ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [9][0][0][1][6]

TITLE: Number sequence - Clock Face

AUTHOR: P. Escovar

SOURCE (If applicable): Rural Unit

SOURCE LOCATION:

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

Pre/Post Questions

1. Can the student sequence numbers on desk independently?
2. Can the student sequence numbers on clock independently?
3. Can the student move the hands of the clock in the proper direction?
4. Can the student identify the big and little hand?
5. Can the student replace a missing number from a variety of numbers presented to him?

DIRECTIONS FOR SCORING:

Accession Number 00019

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

[X] TEACHER WRITTEN TEST/TASK

[ ] ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [0][6][6][8][3]

TITLE: Staying In Seat

AUTHOR: P. Escovar

SOURCE (if applicable): Rural Unit

SOURCE LOCATION:

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

Pre Test Data are taken for a one week period on how many times the student leaves the group situation and how long he puts his head on the desk.

Post Test Same as for pre test and time is compared.

DIRECTIONS FOR SCORING:

Accession Number 00020

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

[x] TEACHER WRITTEN TEST/TASK

[ ] ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [9][0][1][5][8]

TITLE: Central America

AUTHOR: M. Robinson

SOURCE (if applicable): Middle Urban Unit

SOURCE LOCATION:

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

Unit 6 Central America
Final Test
Circle the correct answer.

1. Which country is not part of Central America?
   A. Panama
   B. Columbia
   C. Guatemala
2. The Panama Canal connects the Pacific Ocean and
   A. The Gulf of Mexico
   B. The Caribbean Sea
   C. The Gulf of California
3. The climate in Central America is:
   A. hot and dry
   B. cool and wet
   C. warm and wet
4. Many mountains in Central America are:
   A. Volcanoes
   B. Snow-capped
   C. Low, rolling hills

DIRECTIONS FOR SCORING:

NLRC/P

SER-LARS Report C-3
Instructional Methods

CONTINUING SECTION: Central America

5. A canal was built through Panama because:
   A. It was lower than the oceans.
   B. It was flat.
   C. It was narrowest and least mountainous.

6. Which country tried first to build the canal?
   A. U.S.
   B. France
   C. Spain

7. Which country was successful with the canal?
   A. U.S.
   B. France
   C. Spain

8. A highway being built to connect North and South America is called:
   A. The Pan American Highway
   B. Route 734
   C. The North-South American Highway

9. Which product is not an important export in Central America?
   A. Bananas
   B. Coffee
   C. Apples

10. Which of these industries is not yet becoming important in Central America?
    A. Steel mills
    B. Oil Refineries
    C. Tire factories

Accession Number 00021

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

[x] TEACHER WRITTEN TEST/TASK

[ ] ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [9][0][1][6][0]

TITLE: Behavior Checklist

AUTHOR: T. Myers

SOURCE (If applicable): Middle Urban Unit

SOURCE LOCATION:

DIRECTIONS FOR ADMINISTRATION: 1) Allow pupil to pick behaviors he feels needs improvements; 2) Give classroom teacher five behavior checklist forms (see below) with items selected by student circles; 3) teacher observes pupil for five period periods 4) teacher completes checklist and returns form to resource room.

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

1.	Comes to class on time.	Yes	No
2.	Follows Directions.	Yes	No
3.	Works quietly	Yes	No
4.	Concentrated effort-absence of daydreaming.	Yes	No
5.	Works continuously.	Yes	No
6.	Completes assignments.	Yes	No
7.	Avoidance behavior towards assingments.	Yes	No
	(a) sharpens pencil frequently.	Yes	No
	(b) forgets to bring equipment.	Yes	No
	(c) requests to go to lavatory.	Yes	No
	(d) requests to go to locker.	Yes	No
	(e) says, "I can't do it."	Yes	No

DIRECTIONS FOR SCORING:

NLRC/P

SER-LARS Report C-3
Instructional Methods

CONTINUING SECTION: Behavior Checklist

8.	Work attitude good.	Yes	No
9.	Asks for assistance	Yes	No
10.	Becomes frustrated easily.	Yes	No

Accession Number 00022

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

[x] TEACHER WRITTEN TEST/TASK

[ ] ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [9][0][1][8][2]

TITLE: Numeral Writing/Matching

AUTHOR: N. Baldwin RU #34

SOURCE (if applicable): Rural Unit

SOURCE LOCATION:

DIRECTIONS FOR ADMINISTRATION:

Student is directed to write numeral that matches the number of items in the picture.

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

DIRECTIONS FOR SCORING:

Accession Number 00024

NLRC/P

SER-LARS Report C-3
Objective Referenced Measures

[x] TEACHER WRITTEN TEST/TASK

[ ] ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [9][0][1][8][7]

TITLE: Sound Blending (x, es, er)

AUTHOR: J. Yates RU #51

SOURCE (If applicable): Rural Unit

SOURCE LOCATION:

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

Prepare flashcards of:

x	box	hatches	splasher
es	exit	fixes	liver
er	vex	wishes	ladder

Author's Note:
These words were chosen because they are not introduced in Sullivan Book 5 workbook; thus they are "new" and would better demonstrate mastery of the ability to "sound-out" words than if the pupil would read words already practiced.

DIRECTIONS FOR SCORING:

Criterion is reached when pupil can correctly sound x, es, er by

pronouncing 100% of sounds or words on flashcards.

Accession number 00025

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

☐ TEACHER WRITTEN TEST/TASK

☒ ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [0][9][1][2][1]

TITLE: Phonics We Use Book D

AUTHOR: _____ SOURCE (if applicable): Lyons and Carnahan

SOURCE LOCATION: Page 81

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

DIRECTIONS FOR SCORING:

Accession Number 00026

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

☐ TEACHER WRITTEN TEST/TASK

☒ ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: ☐☐☐☐☐

LEARNING OBJECTIVE NUMBER: 9 0 1 8 8

TITLE: Word Recognition Tests

AUTHOR: B. Frawley RU #32

SOURCE (if applicable): Edmark Reading Program

SOURCE LOCATION:

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

The Word Recognition Pretests introduce words to be taught in each section to determine whether or not words are already part of student's sight word vocabulary. Student is presented with one word at a time to read aloud. The student for which the test/task was unable to read words orally therefore it was necessary to employ an alternate method of administering the pretest. The instructor reads the word aloud and student is given four printed word cards; one with the correct word and three distractors. Student is required to select the word read by the instructor. Words which the student correctly identifies are considered passed items.

DIRECTIONS FOR SCORING:

Accession number 00027

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

[X] TEACHER WRITTEN TEST/TASK

[ ] ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [9][0][1][9][4]

TITLE: Sounds of j, y, e, ir, ar, al

AUTHOR: J. Yates

SOURCE (If applicable): Rural Unit

SOURCE LOCATION:

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

Sounds to be learned: j, y (sky), e (we), ir, ar, al.
Put these words on flashcards:

Janet	bly	me	irk	darker	hall
Jim	dry	she	blirp	spark	tall
Jack	fry	he	chirp	charm	Allman

Also j
y (sky)
e (we)
ir
ar
al

DIRECTIONS FOR SCORING:

Criterion is reached when student can correctly sound the isolated sounds above, plus 80% of the words (15).

Accession Number 00051

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

[X] TEACHER WRITTEN TEST/TASK

[ ] ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [0][6][2][6][9]

TITLE: Directional Confusion

AUTHOR: C. McKeever SU #27 SOURCE (If applicable): Suburban

SOURCE LOCATION:

DIRECTIONS FOR ADMINISTRATION:

The student finds dots or draws a line positioned the same way as the dots or lines given in the model. The dots or lines are on window grids.

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

DIRECTIONS FOR SCORING:

Accession Number 00052

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

[x] TEACHER WRITTEN TEST/TASK

[ ] ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [0][6][1][8][0]

TITLE: Auditory Discrimination

AUTHOR: C. McKeever

SOURCE (if applicable): Suburban Unit

SOURCE LOCATION:

DIRECTIONS FOR ADMINISTRATION:

Test is administered and taken orally. Any common objects from the classroom can be used for making sounds. Suggested are: paper clips, pencil, spoon, glass, stapler, book, scissors, tape dispenser.

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

Student must identify environmental noises, recognize the monitoring function of the ear, make focal-field shifts and associate noises of objects producing them.

1) Tell me three different noises you hear right now.
2) Tell me three ways your ears helped you or were important.
3) Tell me what two sounds you are hearing.
4) Tell me what sound you hear and how you can tell what it is. (Answer should reflect some association of the properties of objects with the sounds they produce).

DIRECTIONS FOR SCORING:

Accession Number 00053

NLRC/P

SER-LARS Report C-3
Objective Referenced Measures

[x] TEACHER WRITTEN TEST/TASK

[ ] ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [0][6][2][6][9]

TITLE: Directional Confusion

AUTHOR: C. McKeever

SOURCE (if applicable): Suburban Unit

SOURCE LOCATION:

DIRECTIONS FOR ADMINISTRATION:

1) Circle the window that looks exactly like the first one;

2) Place the dot in the same position in all of the windows.

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

DIRECTIONS FOR SCORING:

Accession Number 00054

NLRC/P

SER-LARS Report C-3
Objective Referenced Measures

[X] TEACHER WRITTEN TEST/TASK

[ ] ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [0][9][5][1][3]

TITLE: Geometric Shapes

AUTHOR: C. McKeever

SOURCE (if applicable): Suburban Unit

SOURCE LOCATION:

DIRECTIONS FOR ADMINISTRATION:

Student discriminates, names, and draws basic geometric shapes.

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

Items 1-5 Point to the shape that is the same as the first shape.

Items 6-10 Name each of the shapes.

Items 11-15 Draw a _____.

DIRECTIONS FOR SCORING:

Accession Number 00055

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

☐ TEACHER WRITTEN TEST/TASK

☑ ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [9][0][3][2][9]

TITLE: Blends - sp, st, spr, sl

AUTHOR: _____ SOURCE (if applicable): SRA Test Department

SOURCE LOCATION: Probe RA-6

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

DIRECTIONS FOR SCORING:

Accession Number 00056

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

[x] TEACHER WRITTEN TEST/TASK

[ ] ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [0][9][4][8][7]

TITLE: Numbers 1-30

AUTHOR: L. Varner RU #57

SOURCE (if applicable): Rural Unit

SOURCE LOCATION:

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

1. Random sample was chosen from numbers 1 to 30 and student instructed to write the numbers.
2. Upon command (from tape player) the student is asked to recite the numbers.
   e.g., "Say numbers 11 to 20."
3. Student instructed to order a series number given out of sequence.

Sample instructions from tape.

1. "Write the numbers 15 to 20."
2. "Write the numbers 22 to 29."
3. "Recite the numbers 9 to 20."
4. "Put the numbers in proper order: 29-26-28-27."

DIRECTIONS FOR SCORING:

Accession Number 00057

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

[X] TEACHER WRITTEN TEST/TASK

[ ] ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [0][9][0][4][5]

TITLE: Letter Naming Test

AUTHOR: N. Baldwin RU #34

SOURCE (if applicable): Rural Unit

SOURCE LOCATION:

DIRECTIONS FOR ADMINISTRATION: Present each letter on a 2" by 2" flashcard and say "Tell me the name of this letter." Put a ✓ to show a correct response. If the child tells you the wrong letter, write that letter in the block. If the child doesn't respond write "nr" in the block to signify no response.

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

Date:									
V					O				
J					D				
R					S				
T					L				
C					E				
N					A				
K					P				

Date:									
m					b				
t					s				
a					g				
z					y				
h					c				
u					f				
l					w				

DIRECTIONS FOR SCORING: Total correct answers and enter figure at end of column.

Accession Number 00058

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

[X] TEACHER WRITTEN TEST/TASK

[ ] ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [9][0][3][4][7]

TITLE: Color Recognition Test

AUTHOR: N. Baldwin RU #34

SOURCE (if applicable): Rural Unit

SOURCE LOCATION:

DIRECTIONS FOR ADMINISTRATION:

Place 10 objects on the desk, one of each color, and say "Show me the _____ one." Record correct responses with a . If the child shows you the wrong one, write the color of the object he shows you. Total correct responses and enter figure at bottom of column.

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

Yellow
White
Blue
Pink
Brown
TOTAL

COLOR NAMING

Present an object of each color separately and ask "What color is this?" Record correct responses with a . If the child responds incorrectly, write the color name he tells you. Total correct responses and enter figure at bottom of column.

DIRECTIONS FOR SCORING:

NLRC/P

Accession Number 00059

SER-LARS Report C-3
Objective Referenced Measures

[x] TEACHER WRITTEN TEST/TASK

[ ] ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [9][0][4][3][5]

TITLE: Pattern Reproduction

AUTHOR: N. Baldwin RU #34 SOURCE (if applicable): Rural Unit

SOURCE LOCATION:

DIRECTIONS FOR ADMINISTRATION:

Student will reproduce each of 10 simple designs directly below the model, using a guide, for 3 consecutive sessions.

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

DIRECTIONS FOR SCORING:

Accession Number 00060

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

[X] TEACHER WRITTEN TEST/TASK

[ ] ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [0][6][6][8][7]

TITLE: Following Directions

AUTHOR: C. Hiltebeiter

SOURCE (if applicable): Suburban Unit

SOURCE LOCATION:

DIRECTIONS FOR ADMINISTRATION:

The materials for daily work and the pre- and post-tests have this format: a figure such as this one is presented with a set of oral instructions, e.g. color shape #1 green and #2 blue, draw a square in the bottom circle.

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

DIRECTIONS FOR SCORING:

NLRC/P

Accession Number 00061

SER-LARS Report C-3
Objective Referenced Measures

[x] TEACHER WRITTEN TEST/TASK

[ ] ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [0][9][0][6][9]

TITLE: Short a sound

AUTHOR: B. Porch SU #85

SOURCE (if applicable): Suburban Unit

SOURCE LOCATION:

DIRECTIONS FOR ADMINISTRATION:

When orally presented with three words containing the same initial and final consonants but different short vowel sounds student identifies the word with the short a sound and repeats the short a word.

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

bit	bat	bet
cop	cup	cap
slim	slam	slum
trick	truck	track
top	tip	tap
sick	suck	sack

DIRECTIONS FOR SCORING:

Accession Number 00062

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

[X] TEACHER WRITTEN TEST/TASK

[ ] ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [9][9][0][1][7]

TITLE: Letter Recognition

AUTHOR: K. Gordon SU #31

SOURCE (If applicable): Suburban Unit

SOURCE LOCATION:

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

For the test I covered the upper case part of the language master card and adked the child to say what letter it is and what sound does it make, and a word that starts with that sound. E.g., f "Fan starts with f". I found that this could be repeated over and over and each time the child would respond. We used the Kinesthetic alphabet and wrote letters on our books and the child was able to reproduce the sound for the letter also.

DIRECTIONS FOR SCORING:

Accession Number 00063

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

[x] TEACHER WRITTEN TEST/TASK

[ ] ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [9][0][2][6][9]

TITLE: Sullivan Reading

AUTHOR: L. A. Natishyn ID #66

SOURCE (If applicable): Rural Unit

SOURCE LOCATION: _____

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

I. Sounds Blended in Words

hid	gap	band	ship
miss	fast	mash	hand
cast	has	fist	bass
sand	dig	gas	

II. Sounds in Isolation

1) The sound that 'st' makes in a word is ____.
2) The sound that 'd' makes in a word is ____.
3) The sound that 'sh' makes in a word is ____.
4) The sound that 'g' sometimes makes in a word is /j/, but the other sound that 'g' makes is ____.
5) The sound that 'ss' makes in a word is ____.
6) The sound that 'h' makes in a word is ____.

DIRECTIONS FOR SCORING:

Accession Number 00064

NLRC/P

SER-LARS Report C-3
Objective Referenced Measures

[X] TEACHER WRITTEN TEST/TASK

[ ] ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [9][0][2][6][3]

TITLE: Sullivan Book 2

AUTHOR: L. Natishyn RU #66

SOURCE (if applicable): Rural Unit

SOURCE LOCATION:

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

1. Sounds Blended in Words

sniff	kick	mitten	staff
kink	stiff	rich	drip
trick	scrap	chin	bragging
lap	scram	bed	link
chicken	dress	lick	kitchen
rink	brim	prick	snatch
trim	snip	digging	scratch
led	trip	bring	dragging
prim	print		

DIRECTIONS FOR SCORING:

NLRC/P

SER-LARS Report C-3
Instructional Methods

CONTINUING SECTION: Sullivan Book 2

II. Sounds in Isolation

1. The sound that 'ff' makes in a word is _____.
2. The sound that 'r' makes in a word is _____.
3. The sound that 'sn' makes in a word is _____.
4. The sound that 'gg' makes in a word is _____.
5. The sound that 'tr' makes in a word is _____.
6. The sound that 'ch' makes in a word is _____.
7. The sound that 'pr' makes in a word is _____.
8. The sound that 'k' makes in a word is _____.
9. The sound that 'e' makes in a word is _____.
10. The sound that 'ck' makes in a word is _____.
11. The sound that 'scr' makes in a word is _____.
12. The sound that 'l' makes in a word is _____.
13. The sound that 'tch' makes in a word is _____.
14. The sound that 'br' makes in a word is _____.
15. The sound that 'nk' makes in a word is _____.
16. The sound that 'dr' makes in a word is _____.
17. The sound that 'en' makes in a word is _____.

Accession Number 00065

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

[X] TEACHER WRITTEN TEST/TASK

[ ] ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [9][0][2][0][3]

TITLE: Sullivan Programmed Reading Book 3

AUTHOR: L.A. Natishyn RU #66 SOURCE (if applicable): Rural Unit

SOURCE LOCATION:

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

1. Sounds Blended in Words

splat	grip	crib	will	win
blast	spell	milk	speck	spin
slam	desk	skill	glad	slap
west	grin	crash	slip	silk
mask	glass	splash	glib	task
crab	spirit	grab	blink	black
elk				

DIRECTIONS FOR SCORING:

NLRC/P

SER-LARS Report C-3
Instructional Methods

CONTINUING SECTION: Sullivan Programmed Reading Book 3

II. Sounds in Isolation

1. The sound that 'll' makes in a word is _____.
2. The sound that 'w' makes in a word is _____.
3. The sound that 'sl' makes in a word is _____.
4. The sound that 'gl' makes in a word is _____.
5. The sound that 'lk' makes in a word is _____.
6. The sound that 'sp' makes in a word is _____.
7. The sound that 'gr' makes in a word is _____.
8. The sound that 'cr' makes in a word is _____.
9. The sound that 'sk' makes in a word is _____.
10. The sound that 'bl' makes in a word is _____.
11. The sound that 'spl' makes in a word is _____.

Accession Number 00066

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

[X] TEACHER WRITTEN TEST/TASK

[ ] ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [9][0][2][7][4]

TITLE: Sullivan Programmed Reading Book 4

AUTHOR: L.A. Natishyn RU #66 SOURCE (if applicable): Rural

SOURCE LOCATION: _____

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

I. Sounds Blended in Words

desk	risk	spilled	mask	sniffed	splashed
Alps	helped	filled	scalp	lived	

II. Sounds in Isolation

1. The sound that 'lp' makes in a word is _____.
2. The sound that 'sk' makes in a word is _____.
3. At the end of a word 'ed' sometimes sounds like _____ and sometimes sounds like _____.

DIRECTIONS FOR SCORING:

Accession Number 00067

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

[X] TEACHER WRITTEN TEST/TASK

[ ] ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [9][0][2][7][5]

TITLE: Sullivan Programmed Reading Book 5

AUTHOR: L. Natishyn RU #66 SOURCE (if applicable): Rural Unit

SOURCE LOCATION:

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

I. Sounds Blended in Words

swim	swig	swam	vest	craft	gift
flash	lift	vent	van	flap	flag

II. Sounds in Isolation

1. The sound that 'v' makes in a word is ____.
2. The sound that 'sw' makes in a word is ____.
3. The sound that 'ft' makes in a word is ____.
4. The sound that 'fl' makes in a word is ____.

DIRECTIONS FOR SCORING:

Accession Number 00068

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

[X] TEACHER WRITTEN TEST/TASK

[ ] ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [9][0][2][7][6]

TITLE: Sullivan Programmed Reading Book 5

AUTHOR: L.A. Natishyn RU #66 SOURCE (if applicable): Rural Unit

SOURCE LOCATION:

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

I. Sounds Blended in Words

ax	camp	next	lamp	which	text	fatter	elf	tax
when	clamp	clippers	shelf	self	six	class	better	whiff

II. Sounds in Isolation

1. The sound that 'x' makes in a word is ____.
2. The sound that 'er' makes in a word is ____.
3. The sound that 'cl' makes in a word is ____.
4. The sound that 'wh' makes in a word is ____.
5. The sound that 'mp' makes in a word is ____.
6. The sound that 'xt' makes in a word is ____.
7. The sound that 'lf' makes in a word is ____.

DIRECTIONS FOR SCORING:

NLRC/P

Access on Number 00069

SER-LARS Report C-3
Objective Referenced Measures

[X] TEACHER WRITTEN TEST/TASK

[ ] ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [9][0][2][7][8]

TITLE: Sullivan Programmed Reading Book 6

AUTHOR: L.A. Natishyn RU #66 SOURCE (if applicable): Rural Unit

SOURCE LOCATION:

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

I. Sounds Blended in Words

jam	frill	twitch	twin	barn	star	dry	skirt	stir	jack
fly	fry	biggest	wall	jacket	Fran	fall	fastest	basket	dark
frat	market	twist	blanket		call	dirt	thinnest		

II. Sounds in Isolation

1. The sound that 'j' makes in a word is _____.
2. The sound that 'ir' makes in a word is _____.
3. The sound that 'et' makes in a word is _____.
4. The sound that 'est' makes in a word is _____.
5. The sound that 'y' sometimes makes at the end of a word is 'ee', but the other sound that it makes at the end of a word is _____.

DIRECTIONS FOR SCORING:

NLRC/P

SER-LARS Report C-3
Instructional Methods

CONTINUING SECTION: Sullivan Programmed Reading Book 6

6. The sound that 'ar' makes in a word is _____.
7. The sound that 'fr' makes in a word is _____.
8. The sound that 'tw' makes in a word is _____.
9. The sound that 'al' makes in a word is _____.

Accession Number 00070

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

[X] TEACHER WRITTEN TEST/TASK

[ ] ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [9][0][1][9][3]

TITLE: Sullivan Programmed Reading Book 7

AUTHOR: L.A. Natishyn RR #66 SOURCE (if applicable): Rural Unit

SOURCE LOCATION:

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

I. Sounds Blended in Words

wept	spry	stalk	yarn	talk	slept	spray	act	spring	salt	dust
yard	yet	fact	away	hay	puff	kept	tact	walk	bus	stilts
melt	sprint									

II. Sounds in Isolation

1. The sound that 'y' makes at the beginning of a word is ____.
2. The sound that 'ct' makes in a word is ____.
3. The sound that 'pt' makes in a word is ____.
4. The sound that 'u' makes in a word is '$\bar{u}$' or '$\bar{oo}$', but the other sound that 'u' makes is ____.
5. The sound that 'lt' makes in a word is ____.

DIRECTIONS FOR SCORING:

NLRC/P

SER-LARS Report C-3
Instructional Methods

CONTINUING SECTION: Sullivan Programmed Reading Book 7

6. The sound that 'ay' makes in a word is _____.
7. The sound that 'spr' makes in a word is _____.
8. The sound that 'alk' makes in a word is _____.

Accession Number 00071

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

[X] TEACHER WRITTEN TEST/TASK

[ ] ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [ ][ ][ ][ ][ ] unknown

TITLE: Sullivan Programmed Reading Book 8

AUTHOR: L.A. Natishyn RR #66 SOURCE (if applicable): Rural Unit

SOURCE LOCATION:

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

I. Sounds Blended in Words

zip	box	wiggle	jazz	quick	corn	quack	explore	drop	fizzle
store	more	fiddle	zest	buzz	middle	not	quiz	fork	short

II. Sounds in Isolation

1. The sound that 'z' makes in a word is _____.
2. The sound that 'o' makes in a word is _____, but the other sound that 'o' makes is _____.
3. The sound that 'zz' makes in a word is _____.
4. The sound that 'qu' makes in a word is _____.
5. The sound that 'or' makes in a word is _____.
6. The sound that 'le' makes in a word is _____.
7. The sound that 'ore' makes in a word is _____.

DIRECTIONS FOR SCORING:

Accession Number 00072

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

[X] TEACHER WRITTEN TEST/TASK

[ ] ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [9][0][2][6][5]

TITLE: Sullivan Programmed Reading Book 9

AUTHOR: L.A. Natishyn

SOURCE (If applicable): Rural Unit

SOURCE LOCATION:

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

I. Sounds Blended in Words

face shake chase
circle trace

II. Sounds in Isolation

1. 'C' sometimes sounds like 'k' in a word, but sometimes the sound 'c' makes in a word is _____.
2. If 'a' is in the middle of a word and 'e' is at the end, the 'a' sounds like _____ and the 'e' will make _____sound.

Answers to II
1. /s/ 2. /a/; no sound or be silent

DIRECTIONS FOR SCORING:

Accession Number 00073

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

[X] TEACHER WRITTEN TEST/TASK

[ ] ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [9][0][2][6][4]

TITLE: Sullivan P[illegible]ed Reading Book 9

AUTHOR: L.A. Natishyn RU #66 SOURCE (if applicable): Rural Unit

SOURCE LOCATION:

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

I. Sounds Blended in Words

purr	curl	hurry	burn	hurt	curl
muddy	florr	burr	door	grassy	

II. Sounds in Isolation

1. The sound that 'oor' makes in a word is _____.
2. The sound that 'ur' makes in a word is _____.
3. The sound that 'y' sometimes makes at the end of a word is 'ī', but the other sound that 'y' makes at the end of a word is _____.
4. The sound that 'urr' makes in a word is _____.

Answers to II: 1. /or/ 2. /er/ 3. /e/ 4. /er/

DIRECTIONS FOR SCORING:

Accession Number 00074

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

[x] TEACHER WRITTEN TEST/TASK

[ ] ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [9][0][2][6][6]

TITLE: Sullivan Programmed Reading Book 10

AUTHOR: L. A. Natishyn RU#66 SOURCE (if applicable): Rural Unit

SOURCE LOCATION:

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

I. Sounds Blended in Words

smile	tunnel	chose
nickel	bike	cage
bone	large	mine
rage	rode	panel

II. Sounds in Isolation

1) The sound that 'el' makes in a word is ___.
2) If 'I' is in the middle of a word and 'e' is at the end, the 'I' sounds like ___and the 'e' will make ___sound.
3) 'G' sometimes sounds like /hard g/ in a word, but sometimes the sound 'g' makes in a word is ___.
4) If 'o' is in the middle of a word and 'e' is at the end, the 'o' sounds like ___ and the 'e' will make ___sound.

DIRECTIONS FOR SCORING:

Answers to II

1) /el/ as in nickel
2) /i/; no sound
3) /j/
4) /o/; no sound

Accession Number 00075

NLRC/P

SER-LARS Report C-3
Objective Referenced Measures

☐ TEACHER WRITTEN TEST/TASK

☐ ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [9][0][2][7][2]

TITLE: Sullivan Programmed Reading Book 11

AUTHOR: L.A. Natishyn

SOURCE (if applicable): Rural Unit

SOURCE LOCATION:

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

I. Sounds Blended in Words

blow	these	tube	truth	kind	cute	wash	watch	
gold	dune	due	almost	secret	snow	father	huge	
blue	rude	spider	roll	true	show	use	child	table

II. Sounds in Isolation

1) The sound that 'a' sometimes makes is /ā/ or /ă/; other times 'a' sounds like ___.
2) When 'u' is in the middle of a word and 'e' is at the end, the 'u' sometimes makes the sound /ū/ or sometimes ___ and the 'e' makes ___ sound.
3) Sometimes 'u' says /ŭ/ in a word, other times it may say ___ or ___.
4) When 'e' is in the middle of a word and 'e' is at the end, the first 'e' says ___ and the last 'e' says ___.
5) The sound that 'ue' makes in a word is ___.

DIRECTIONS FOR SCORING:

NLRC/P

SER-LARS Report C-3
Instructional Methods

CONTINUING SECTION: Sullivan Programmed Reading Book II

II. Sounds in Isolation (continued)

6. The sound that 'ow' makes in a word is _____.
7. The sound that 'ā' makes in a word is _____.
8. The sound that 'ō' makes in a word is _____.
9. The sound that 'ē' makes in a word is _____.
10. The sound that 'ī' makes in a word is _____.

Accession Number 00078

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

[x] TEACHER WRITTEN TEST/TASK

[ ] ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [0][9][0][2][9]

TITLE: Left to Right Progression

AUTHOR: C. McKeever #027

SOURCE (if applicable): Suburban Unit

SOURCE LOCATION:

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

1. Child will "read" pictures from left to right.
2. Child will place objects in a line from left to right.
3. When completing simple worksheets, the child will work from left to right.

DIRECTIONS FOR SCORING:

Accession Number 00079

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

[x] TEACHER WRITTEN TEST/TASK

[ ] ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [0][9][6][7][2]

TITLE: Positional Relationships

AUTHOR: C. McKeever SU #27

SOURCE (if applicable): Suburban Unit

SOURCE LOCATION:

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

1. Make a clockwise (forward) circle.
2. Make a counterclockwise (backward) circle.
3. Color the biggest circle.
4. Circle the shortest man.
5. Color the face that is closer to the box.
6. Color the widest rectangle.

DIRECTIONS FOR SCORING:

NLRC/P

Accession Number 00079

SER-LARS Report C-3
Instructional Methods

Continued

CONTINUING SECTION: Positional Relationships

7. Circle the lamp that is above the boy's head.
8. Trace the biggest triangle.
9. Make lines that go up and down.
10. Draw a line that goes across.

NLRC/P

Accession Number 00080

SER-LARS Report C-3
Objective Referenced Measures

[x] TEACHER WRITTEN TEST/TASK

[ ] ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [0][6][1][9][0]

TITLE: Auditory Discrimination

AUTHOR: C. McKeever SU #27

SOURCE (If applicable): Suburban Unit

SOURCE LOCATION:

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

Teacher dictates:

1. b b l
2. p p b
3. ch z z
4. g v g
5. wh w wh
6. ll oy
7. u oo oo
8. o aw o
9. m n m
10. ee ee ee

DIRECTIONS FOR SCORING:

Accession Number 00081

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

[x] TEACHER WRITTEN TEST/TASK

[ ] ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [0][9][0][7][0]

TITLE: Reproducing Vowel Sounds

AUTHOR: C. McKeever

SOURCE (If applicable): Suburban Unit

SOURCE LOCATION:

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

1. Is this sound made at the front or back of your mouth..."ee"? (Front)
2. Right or wrong? The vowel sound "oo" is made in the front. (W)
3. Raise your hand when the sound changes: lllulllellee
4. Raise your hand when the vowel changes: de de de de de
5. Raise your hand when the vowel changes: sleep, keen, peel, leak, stoop.
6. Give me a word for the vowel sound u.

DIRECTIONS FOR SCORING:

Accession Number 00082

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

[x] TEACHER WRITTEN TEST/TASK

[ ] ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [0][9][0][7][6]

TITLE: Sound/Symbol Relationship

AUTHOR: C. McKeever

SOURCE (if applicable): Suburban Unit

SOURCE LOCATION:

DIRECTIONS FOR ADMINISTRATION:

Provide students with falshcards with consonant and diagraph symbols on them. (1-4) Provide student with yes/no flashcard (5,6) paper and pencil (7,8).

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

1. "Show me the symbol for the sound /t/."
2. Hold up letter K. "What sound does this make?"
3. "Show me the symbol for the quiet tongue cooler" (th)
4. Hold up the symbol F. "What is the name of this?" (quiet lip cooler)
5. Teacher says /s/ and holds up S symbol. (Yes)
6. Teacher says /sh/ and holds up zh symbol. (No)
7. Teacher says /l/ - student writes l
8. Teacher says /n/ - student writes n

DIRECTIONS FOR SCORING:

Accession Number 00083

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

[x] TEACHER WRITTEN TEST/TASK

[ ] ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [9][9][0][1][7]

TITLE: Alphabet

AUTHOR: C. McKeever

SOURCE (if applicable): Suburban Unit

SOURCE LOCATION:

DIRECTIONS FOR ADMINISTRATION:

Flannel board letters, letter flashcard, paper and pencils are materials needed, one point for each item.

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

1-5	Circle the letter that is the same as the one in the small box.
6-10	Write the letter you hear me say.
11-20	Write the letter you hear me say.
21-30	Name these letters.
31-40	Place these letters in order.
41	Say the alphabet.
42	Write the letter that comes before the letter you see.
43-48	Write the letter that comes after the letter you see.
49-54	Write the letter that comes between the letters you see.
55-60	What letter comes before ___?
61-66	What letter comes after ___?
67-72	What letter comes between ___ and ___?

DIRECTIONS FOR SCORING:

Accession Number 00084

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

[x] TEACHER WRITTEN TEST/TASK

[ ] ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [ ][ ][ ][ ][ ]

TITLE: Types of sounds

AUTHOR: C. McKeever

SOURCE (if applicable): Suburban Unit

SOURCE LOCATION:

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

What kind of sound is this?	"Tell me these sounds"
1. /l/ (lifter)	6-8 Nosy sounds (/m/ /n/ /ng/)
2. /sh/ (fat sound)	9-10 Scrapers (/k/ /g1/)
3. /m/ (nosy sound)	11-13 Windy sounds (/w/ /h/ /uh/)
4. /r/ (lifter)	14-15 Fat pushed sounds (/ch/ /j/)
5. /z/ (skinny sound)	16-17 Lifters (/i/ /r/)

DIRECTIONS FOR SCORING:

NLRC/P

Accession Number 00085

SER-LARS Report C-3
Objective Referenced Measures

[x] TEACHER WRITTEN TEST/TASK

[ ] ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [ ][ ][ ][ ][ ]

TITLE: Counting

AUTHOR: C. McKeever

SOURCE (if applicable): Suburban Unit

SOURCE LOCATION:

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

Make a set of dots	Complete the set
3	7
9	6
8	

DIRECTIONS FOR SCORING:

Accession Number 00086

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

[x] TEACHER WRITTEN TEST/TASK

[ ] ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [ ][ ][ ][ ][ ]

TITLE: Letter Sequence

AUTHOR: C. McKeever

SOURCE (if applicable): Suburban Unit

SOURCE LOCATION:

DIRECTIONS FOR ADMINISTRATION: Items 4-21 are answered orally

Items 22-60 fill in letters that come before, after or between.

Items 16-60 student may refer to alphabet chart

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

1. Place all flannel letters in order on the flannel board.
2. Say the alphabet.
3. Write the alphabet
4-9. What letter comes before D? Y? F?
10-15. What letter comes after H? L? P? T? Y? C?
16-21. What letter comes between D & F, N & P, R & T, V & X, A & C, J & L?
22-29. ____c ____x ____e
____n ____r ____v
49-54. f____ j____ n____
r____ w____ a____
55-60. A-C, G-I, K-M, O-Q, S-U, W-Y

DIRECTIONS FOR SCORING:

NLRC/P

Accession Number 00087

SER-LARS Report C-3
Objective Referenced Measures

[x] TEACHER WRITTEN TEST/TASK

[ ] ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [0][9][5][1][3]

TITLE: Geometric Shapes

AUTHOR: C. McKeever

SOURCE (if applicable): Suburban Unit

SOURCE LOCATION:

DIRECTIONS FOR ADMINISTRATION:

Shapes drawn must be easily recognizable with correct number of angles and sides.

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

Point to the one that matches the first one:

1.

2.

3.

4.

5.

11. Draw a circle.

12. Draw a square.

13. Draw a rectangle.

14. Draw a triangle.

15. Draw a diamond.

DIRECTIONS FOR SCORING:

Accession Number 00088

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

☐ TEACHER WRITTEN TEST/TASK

☐ ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: | | | | | |

LEARNING OBJECTIVE NUMBER: | 0 | 9 | 3 | 0 | 7 |

TITLE: Dr. Spell

AUTHOR: Kottmeyer, Wm.

SOURCE (if applicable): McGraw-Hill Co.

SOURCE LOCATION: P. 63

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

DIRECTIONS FOR SCORING:

Accession Number 00090

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

☐ TEACHER WRITTEN TEST/TASK

☐ ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: | | | | | |

LEARNING OBJECTIVE NUMBER: | 1 | 5 | 5 | 4 | 0 |

TITLE: Boehm Test of Basic Concepts

AUTHOR: Ann E. Boehm

SOURCE (if applicable): Psychological Corp.

SOURCE LOCATION: Book I/II

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

DIRECTIONS FOR SCORING:

'81

Accession Number 00091

NLRC/P

SER-LARS Report C-3
Objective Referenced Measures

☐ TEACHER WRITTEN TEST/TASK

☐ ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: | | | | | |

LEARNING OBJECTIVE NUMBER: | 1 | 5 | 5 | 3 | 9 |

TITLE: Diagnosis An Instructional Aid - Reading

AUTHOR: SRA

SOURCE (if applicable): Level A

SOURCE LOCATION: Probe RA 30

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

DIRECTIONS FOR SCORING:

Accession Number 00092

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

☐ TEACHER WRITTEN TEST/TASK

☐ ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: | | | | | |

LEARNING OBJECTIVE NUMBER: | 1 | 5 | 5 | 3 | 8 |

TITLE: Diagnosis: An Instructional Aid Reading

AUTHOR: SRA

SOURCE (if applicable): Level A

SOURCE LOCATION: Probe RA 23

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

DIRECTIONS FOR SCORING:

Accession Number 00093

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

☐ TEACHER WRITTEN TEST/TASK

☐ ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: | | | | | |

LEARNING OBJECTIVE NUMBER: | 1 | 5 | 5 | 3 | 7 |

TITLE: Diagnosis An Instructional Aid - Re

AUTHOR: SRA

SOURCE (If applicable): Level A

SOURCE LOCATION: Probe RA 8

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

DIRECTIONS FOR SCORING:

Accession Number 00094

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

[X] TEACHER WRITTEN TEST/TASK

[ ] ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [1][5][5][3][6]

TITLE: Root Words

AUTHOR: J. Zigner

SOURCE (if applicable): Middle Urban

SOURCE LOCATION:

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

The student is presented with a list of words with endings n/est/er/ed/ing

Example:
Write the root word for the following words:
given _____
nearest _____
stopping _____

DIRECTIONS FOR SCORING:

The score is the percentage of answers correct.

5

Accession Number 00095

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

[X] TEACHER WRITTEN TEST/TASK

[ ] ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [1][5][5][3][5]

TITLE: Draw A Square

AUTHOR: J. Morgan

SOURCE (if applicable): Middle Urban

SOURCE LOCATION:

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

Ask the student to draw a square with three-inch sides, using a ruler.

DIRECTIONS FOR SCORING:

Determine whether the square is accurately drawn, and straight and neat.

Accession Number 00096

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

[X] TEACHER WRITTEN TEST/TASK

[ ] ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [1][5][5][3][3]

TITLE: Final Consonant Blends

AUTHOR: Broska, et. al.

SOURCE (if applicable): Individual Reading Curriculum

SOURCE LOCATION:

DIRECTIONS FOR ADMINISTRATION:

Instruction says words each of which has a final consonant blend. Student is instructed to listen for the blend and name the letters of the blend (s)he hears.

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

lisp	test
brisk	bump
stand	sharp
faint	hard
shark	kept

DIRECTIONS FOR SCORING:

The score is the percentage of answers correct

Accession Number 00097

NLRC/P

SER-LARS Report C-3
Objective Referenced Measures

[X] TEACHER WRITTEN TEST/TASK

[ ] ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [1][5][5][3][2]

TITLE: Individualized Reading Curriculum: Medial Vowels

AUTHOR: Broska, et. al.

SOURCE (if applicable): Individual Reading Curriculum

SOURCE LOCATION: Book C

DIRECTIONS FOR ADMINISTRATION:

Instructor says words with each single medial vowel, long and short. Student is instructed to say the sound of the vowel(s)he hears in the middle of the word. Present vowels in random order.

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

list	hive
cat	get
need	pot
cup	cute
hope	make

DIRECTIONS FOR SCORING:

The score is the percentage of answers correct

7

Accession Number 00098

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

☐ TEACHER WRITTEN TEST/TASK

☐ ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: | | | | | |

LEARNING OBJECTIVE NUMBER: | 1 | 5 | 5 | 0 | 1 |

TITLE: Diagnosis: An Instructional Aid - Readin

AUTHOR: SRA

SOURCE (if applicable) Level A

SOURCE LOCATION: Probe RA 15 0 1-12

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

DIRECTIONS FOR SCORING:

Accession Number 00099

NLRC/P

SER-LARS Report C-3
Objective Referenced Measures

☐ TEACHER WRITTEN TEST/TASK

☐ ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: | | | | | |

LEARNING OBJECTIVE NUMBER: | 1 | 5 | 5 | 0 | 0 |

TITLE: Diagnosis: An Instructional Aid - Reading

AUTHOR: SRA

SOURCE (if applicable): Level A

SOURCE LOCATION:

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

DIRECTIONS FOR SCORING:

Accession Number 00100

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

[x] TEACHER WRITTEN TEST/TASK

[ ] ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [ ][ ][ ][ ][ ]

TITLE: Frequency Counts

AUTHOR: Rural Unit Staff

SOURCE (if applicable): Rural Unit

SOURCE LOCATION:

DIRECTIONS FOR ADMINISTRATION:

Attached chart is designed for recording frequency of occurance of any given behavior within a specified time.

Examples: Recording number of times student arrives for school on time, initiates social contacts, leaves seat

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

Data may be collected as discrete performances, ratios, or percentages and if helpful may be recorded in a graph similar to the attached.

DIRECTIONS FOR SCORING:

Accession Number 00101

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

☐ TEACHER WRITTEN TEST/TASK

☐ ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [1][5][4][9][9]

TITLE: Traditional Diagnostic Arithmetic Test - Subtraction

AUTHOR: _____

SOURCE (if applicable): Kenworthy Educational Services, Inc.

SOURCE LOCATION: Subtraction Test

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

DIRECTIONS FOR SCORING:

Accession Number 00102

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

☐ TEACHER WRITTEN TEST/TASK

☐ ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: | | | | | |

LEARNING OBJECTIVE NUMBER: | 1 | 5 | 4 | 9 | 7 |

TITLE: Diagnosis: An Instructional Aid - Reading

AUTHOR: SRA

SOURCE (if applicable): Level A

SOURCE LOCATION: Probe RA 26

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

DIRECTIONS FOR SCORING:

11

Accession Number 00103

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

☐ TEACHER WRITTEN TEST/TASK

☐ ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [1][5][2][2][7]

TITLE: Diagnosis: An Instructional Aid - Reading

AUTHOR: SRA

SOURCE (If applicable): Level A

SOURCE LOCATION: Probe RA 15 Q1-12

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

DIRECTIONS FOR SCORING:

12

NLRC/P

Accession Number 00104

SER-LARS Report C-3
Objective Referenced Measures

☐ TEACHER WRITTEN TEST/TASK

☒ ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: | | | | | |

LEARNING OBJECTIVE NUMBER: | 1 | 5 | 4 | 9 | 6 |

TITLE: Diagnosis: An Instructional Aid - Reading

AUTHOR: SRA

SOURCE (if applicable): Level A

SOURCE LOCATION: Probe RA 2N

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

DIRECTIONS FOR SCORING:

Accession Number 00105

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

☐ TEACHER WRITTEN TEST/TASK

☐ ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: | | | | | |

LEARNING OBJECTIVE NUMBER: | 1 | 5 | 4 | 9 | 3 |

TITLE: Diagnosis: An Instructional Aid - Reading

AUTHOR: SRA

SOURCE (if applicable): Level A

SOURCE LOCATION: PROBE RA 23

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

DIRECTIONS FOR SCORING:

14

Accession Number 00106

NLRC/P

SER-LARS Report C-3
Objective Referenced Measures

[X] TEACHER WRITTEN TEST/TASK

[ ] ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [1][5][4][8][7]

TITLE: Nouns Pack Test

AUTHOR: _____ SOURCE (if applicable): Lancaster School Dist.

SOURCE LOCATION: Test V

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

DIRECTIONS FOR SCORING:

15

Accession Number 00107

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

[X] TEACHER WRITTEN TEST/TASK

[ ] ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [1][5][4][8][6]

TITLE: Nouns Pack Test

AUTHOR: _____ SOURCE (if applicable): Lancaster School Dist.

SOURCE LOCATION: Test VI

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

DIRECTIONS FOR SCORING:

98

Accession Number 00108

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

[X] TEACHER WRITTEN TEST/TASK

[ ] ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [1][5][4][7][5]

TITLE: Nouns Pack Test II

AUTHOR: _____ SOURCE (if applicable): Lancaster School Dist.

SOURCE LOCATION: Test II

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

DIRECTIONS FOR SCORING:

17

Accession Number 00109

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

[X] TEACHER WRITTEN TEST/TASK

[ ] ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [1][5][4][7][4]

TITLE: Nouns Pack Test

AUTHOR: _____ SOURCE (if applicable): Lancaster School Dist.

SOURCE LOCATION: Test III

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

DIRECTIONS FOR SCORING:

Accession Number 00110

NLRC/P

SER-LARS Report C-3
Objective Referenced Measures

[x] TEACHER WRITTEN TEST/TASK

[ ] ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [ ][ ][ ][ ][ ]

TITLE: Task Completion

AUTHOR: Rural Unit Staff

SOURCE (if applicable): Rural Unit

SOURCE LOCATION:

DIRECTIONS FOR ADMINISTRATION:

Recording successful completion of task identical to that specified in objective; may be a single occurance or ration (e.g. 3 of 5, 8 of 10). Should be used only where task is so clearly defined in the objective that no other specificity is required.

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

Examples of use

Recording:

following directions on cake mix box

tying shoe

ordering from menu

hitting a ball

DIRECTIONS FOR SCORING:

Accession Number 00111

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

[X] TEACHER WRITTEN TEST/TASK

[ ] ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [0][6][6][8][7]

TITLE: Following Simple Directions

AUTHOR: M. Freund

SOURCE (if applicable): Middle Urban

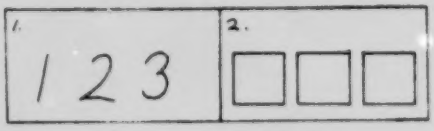
SOURCE LOCATION:

DIRECTIONS FOR ADMINISTRATION: Instructions read orally to the student. Student is told not to begin until each instruction is completed

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS: Student's Worksheet:

Instructions:

1. Put an X on the number that tells how many eyes you have.
2. See the 3 boxes. Put a one in the 1st box and a cross in the last box.



DIRECTIONS FOR SCORING: The score is the number of correct items.

Accession Number 00112

NLRC/P

SER-LARS Report C-3
Objective Referenced Measures

[X] TEACHER WRITTEN TEST/TASK

[ ] ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [0][9][2][4][2]

TITLE: Plurals

AUTHOR: Broska, et. al.

SOURCE (if applicable): Individual Reading Curriculum

SOURCE LOCATION: Book D

DIRECTIONS FOR ADMINISTRATION:
Instruction provides printed list of nouns, including words ending with f, fe, s, x, ch, sh, y, and words whose plurals are irregular. Student is instructed to write the plurals of the words.

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

knife	mouse
alley	goose
coat	lunch
elf	shoe
toy	fox
wish	mess
country	

DIRECTIONS FOR SCORING:

The score is the percentage of answers correct.

Accession Number 00113

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

☐ TEACHER WRITTEN TEST/TASK

☐ ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [1][5][2][2][7]

TITLE: Diagnosis: An Instructional Aid - Reading

AUTHOR: SRA

SOURCE (if applicable) Level A

SOURCE LOCATION: Probe RA 23 (01-12)

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

DIRECTIONS FOR SCORING:

Accession Number 00115

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

[X] TEACHER WRITTEN TEST/TASK

[ ] ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [0][6][6][7][9]

TITLE: Checklist for Shaping Behaviors within Defined Limits

AUTHOR: M. Freund

SOURCE (if applicable): Middle Urban

SOURCE LOCATION:

DIRECTIONS FOR ADMINISTRATION:

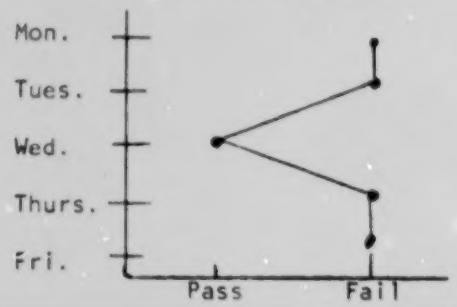
1. Teacher and student identify undesirable behaviors
2. Behaviors are then recorded on a checklist
3. Student is informed that his behaviors will be marked at the end of each day

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

Checklist	Pass	Fail
1. Zips the lip		X
2. Raises Hand	X	
3. Feet on Floor	X	
4. Stays in seat	X	
5. Willingly participates	X	
6. Willingly follows directions	X	

Weekly Progress Chart

Zips the Lip



DIRECTIONS FOR SCORING:

% of passes per week

Accession Number 00116

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

[X] TEACHER WRITTEN TEST/TASK

[ ] ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [0][6][6][7][9]

TITLE: Behavior Faces

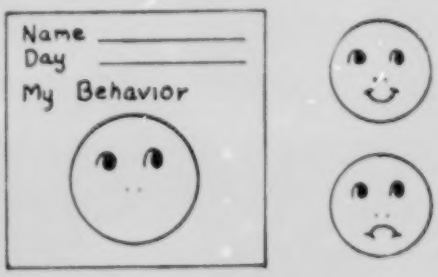
AUTHOR: M. Freund

SOURCE (if applicable): Middle Urban

SOURCE LOCATION:

DIRECTIONS FOR ADMINISTRATION:
Teacher explains to the student that his interaction with peers is going to be evaluated at the end of the day. Included are interactions in the lunchroom, hallway, bathroom, special class activities in addition to classroom activities.

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:



DIRECTIONS FOR SCORING: Teacher rates students in terms of positive or negative interaction. For positive interaction a ⌣ is drawn. For negative interaction, a ⌢ is drawn. The teacher and student tally the ⌣'s weekly. If a predetermined number has been attained, a sticker is placed on a Good Behavior chart.

Accession Number 00117

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

☐ TEACHER WRITTEN TEST/TASK

☐ ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: | | | | | |

LEARNING OBJECTIVE NUMBER: | 9 | 0 | 4 | 5 | 8 |

TITLE: Prescriptive Evaluation Chart

AUTHOR: _____ SOURCE (if applicable): Reader's Digest Services, Inc.

SOURCE LOCATION: Module 3: Number Concepts #15-16

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

DIRECTIONS FOR SCORING:

Accession Number 00119

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

[X] TEACHER WRITTEN TEST/TASK

[ ] ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [1][8][1][1][0]

TITLE: Ruler Use

AUTHOR: J. Morgan

SOURCE (If applicable): Middle Urban

SOURCE LOCATION:

DIRECTIONS FOR ADMINISTRATION:

Prepare paper with five dots labeled from A-E. At the right side of the paper, specify lengths child is to draw.

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

List five lines of specific lengths to be drawn:

A. 5"
B. 9"
C. 7"
D. 6"
E. 2"

DIRECTIONS FOR SCORING:

Each of five items correct receives 20 points

Accession Number 00121

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

[X] TEACHER WRITTEN TEST/TASK

[ ] ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [9][0][1][0][3]

TITLE: Behavioral Checklist

AUTHOR: S. Snyder SOURCE (if applicable): Middle Urban

SOURCE LOCATION:

DIRECTIONS FOR ADMINISTRATION: Student is given a check ( ) for each of 4 defined behaviors for each subject block. The check list is used daily.

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

	Percept	Circle	Read	BR	Math	Lunch	Recess	Music	Play	Rest
Raises Hand										
Seated										
Social										
Permission										

AM PM

Total checks ____ Reward ____ Total checks ____ Reward ____

	Mon.		Tue		Wed		Thur		Fri.	
	Totl. Checks	Totl. Possib.	Totl. Checks	Totl. Possib.	Totl. Checks	Totl. Possib.	Totl. Checks	Totl. Possib.	Totl. Checks	Totl. Possib.
Seated										
Social										
Permisson										
Raises Hand										

DIRECTIONS FOR SCORING: Implementer establishes level of success.

Accession Number 00122

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

☐ TEACHER WRITTEN TEST/TASK

☐ ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: | | | | | |

LEARNING OBJECTIVE NUMBER: | 0 | 9 | 1 | 1 | 9 |

TITLE: Botel's Phonics Inventory

AUTHOR: Botel, Morton

SOURCE (if applicable): Follett Educational Corp.

SOURCE LOCATION:

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

DIRECTIONS FOR SCORING:

Accession Number 00125

SER-LARS Report C 3
Objective Referenced Measures

NLRC/P

[X] TEACHER WRITTEN TEST/TASK

[ ] ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [1][5][1][3][7]

TITLE: Syllables

AUTHOR: J. Morgan SOURCE (if applicable): Middle Urban

SOURCE LOCATION:

DIRECTIONS FOR ADMINISTRATION:

Prepare a list of two syllable words

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEM:

Given a list of two syllable words, the student will pronounce them orally, divide them into syllables and place accent

DIRECTIONS FOR SCORING:

Each item is worth 10 points.

Accession Number 00127

NLRC/P

SER-LARS Report C-3
Objective Referenced Measures

[X] TEACHER WRITTEN TEST/TASK

[ ] ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [9][0][4][8][1]

TITLE: Nouns Pack Test

AUTHOR: _____ SOURCE (if applicable): Lancaster Sch. District

SOURCE LOCATION: Test 1

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

DIRECTIONS FOR SCORING:

Accession Number 00128

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

☐ TEACHER WRITTEN TEST/TASK

☐ ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: ☐☐☐☐☐

LEARNING OBJECTIVE NUMBER: 0 9 1 9 7

TITLE: Specific Skills Series

AUTHOR: R.A. Boning
Barnel Loft

SOURCE (if applicable): Drawing Conclusions

SOURCE LOCATION: Unit 1 and 2

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

DIRECTIONS FOR SCORING:

Accession Number 00129

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

[X] TEACHER WRITTEN TEST/TASK

[ ] ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [9][0][7][4][9]

TITLE: Word Study

AUTHOR: T. Myers

SOURCE (if applicable): Middle Urban

SOURCE LOCATION:

DIRECTIONS FOR ADMINISTRATION:
Ask the student to define selected vocabulary words orally and then write sentences using them in context.

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

fertile	appear
attempt	fortress
vessel	announce
sermon	rescue
afford	forlorn

DIRECTIONS FOR SCORING:

Compute the percentage of the vocabulary words known by the student

Accession Number 00130

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

☐ TEACHER WRITTEN TEST/TASK

☐ ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: | | | | | |

LEARNING OBJECTIVE NUMBER: | 1 | 8 | 0 | 1 | 9 |

TITLE: Diagnosis: An Instructional Aid

AUTHOR: SRA

SOURCE (if applicable): Level A

SOURCE LOCATION: L-2

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

DIRECTIONS FOR SCORING:

Accession Number 00132

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

☐ TEACHER WRITTEN TEST/TASK

☐ ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: | | | | | |

LEARNING OBJECTIVE NUMBER: | 1 | 8 | 1 | 9 | 9 |

TITLE: Diagnosis: An Instructional Aid

AUTHOR: SRA

SOURCE (if applicable): Kit B

SOURCE LOCATION: Probe 3

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

DIRECTIONS FOR SCORING:

Accession Number 00133

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

[X] TEACHER WRITTEN TEST/TASK

[ ] ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [0][9][1][7][6]

TITLE: Comprehension Test

AUTHOR: K. McHenry

SOURCE (if applicable): Suburban

SOURCE LOCATION:

DIRECTIONS FOR ADMINISTRATION:

Have the student read a short paragraph and recall the main ideas and/or factual information.

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

DIRECTIONS FOR SCORING:

The percentage of the total number of main ideas and facts the student recalls correctly.

Accession Number: 00134

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

☐ TEACHER WRITTEN TEST/TASK

☐ ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: ☐☐☐☐☐

LEARNING OBJECTIVE NUMBER: 0 9 0 6 3

TITLE: Fountain Valley - Orange 1

AUTHOR: _____ SOURCE (if applicable): R. Zweig Assoc., Inc.

SOURCE LOCATION: Vocabulary Development

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

DIRECTIONS FOR SCORING:

Accession Number 00135

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

☐ TEACHER WRITTEN TEST/TASK

☐ ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: | | | | | |

LEARNING OBJECTIVE NUMBER: | 1 | 8 | 0 | 3 | 2 |

TITLE: Diagnostic Arithmetic Test

AUTHOR: _____ SOURCE (if applicable): Kenworthy Educational Services, Inc.

SOURCE LOCATION: Division

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

DIRECTIONS FOR SCORING:

Accession Number 00137

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

☐ TEACHER WRITTEN TEST/TASK

☐ ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: | | | | | |

LEARNING OBJECTIVE NUMBER: | 1 | 8 | 2 | 2 | 8 |

TITLE: Diagnosis: An Instructional Aid - Math

AUTHOR: SRA

SOURCE (if applicable): Kit B

SOURCE LOCATION: Probe 7

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

DIRECTIONS FOR SCORING:

Accession Number 00138

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

☐ TEACHER WRITTEN TEST/TASK

☐ ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: | | | | | |

LEARNING OBJECTIVE NUMBER: | 1 | 8 | 1 | 6 | 9 |

TITLE: Diagnosis: An Instructional Aid

AUTHOR: SRA

SOURCE (If applicable): Kit B

SOURCE LOCATION: Probe 2

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

DIRECTIONS FOR SCORING:

NLRC/P

Accession Number 00140

SER-LARS Report C-3
Objective Referenced Measures

☐ TEACHER WRITTEN TEST/TASK

☐ ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [1][8][1][8][3]

TITLE: Diagnosis: An Instrucational Aid

AUTHOR: SRA

SOURCE (if applicable): Kit B

SOURCE LOCATION: Probe 3

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

DIRECTIONS FOR SCORING:

Accession Number 00142

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

☐ TEACHER WRITTEN TEST/TASK

☐ ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: | | | | | |

LEARNING OBJECTIVE NUMBER: | 1 | 8 | 2 | 1 | 4 |

TITLE: Diagnosis: An Instructional Aid

AUTHOR: SRA

SOURCE (if applicable): Kit B

SOURCE LOCATION: Probe 5

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

DIRECTIONS FOR SCORING:

Accession Number 00144

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

☐ TEACHER WRITTEN TEST/TASK

☐ ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: | | | | | |

LEARNING OBJECTIVE NUMBER: | 1 | 8 | 1 | 8 | 4 |

TITLE: Diagnosis: An Instructional Aid - Math

AUTHOR: SRA

SOURCE (if applicable): Kit B

SOURCE LOCATION: Probe 3

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

DIRECTIONS FOR SCORING:

Accession Number 00145

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

[ ] TEACHER WRITTEN TEST/TASK

[X] ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [1][8][2][1][4]

TITLE: Diagnosis: An Instructional Aid

AUTHOR: SRA

SOURCE (if applicable): Kit B

SOURCE LOCATION: Probe 5

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

DIRECTIONS FOR SCORING:

Accession Number 00146

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

☐ TEACHER WRITTEN TEST/TASK

☐ ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: | | | | | |

LEARNING OBJECTIVE NUMBER: | 1 | 8 | 1 | 9 | 9 |

TITLE: Diagnosis: An Instructional Aid - Math

AUTHOR: SRA

SOURCE (if applicable): Level A

SOURCE LOCATION: Probe 4

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

DIRECTIONS FOR SCORING:

Accession Number 00147

NLRC/P

SER-LARS Report C-3
Objective Referenced Measures

☐ TEACHER WRITTEN TEST/TASK

☐ ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [0][9][1][3][9]

TITLE: Botel's Phonics Inventory

AUTHOR: Botel, Morton

SOURCE (if applicable): Follet Educational Corp.

SOURCE LOCATION: _____

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

DIRECTIONS FOR SCORING:

Accession Number 00149

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

☐ TEACHER WRITTEN TEST/TASK

☐ ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: | | | | | |

LEARNING OBJECTIVE NUMBER: | 1 | 8 | 1 | 9 | 8 |

TITLE: Diagnosis: An Instructional Aid - Math

AUTHOR: SRA

SOURCE (if applicable):

SOURCE LOCATION: Level A

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

DIRECTIONS FOR SCORING:

Accession Number 00150

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

☐ TEACHER WRITTEN TEST/TASK

☒ ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: | | | | | |

LEARNING OBJECTIVE NUMBER: | 0 | 6 | 3 | 2 | 3 |

TITLE: Diagnosis: An Instructional Aid - Math

AUTHOR: SRA

SOURCE (if applicable): Level A

SOURCE LOCATION: Probe LA

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

DIRECTIONS FOR SCORING:

Accession Number 00151

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

☐ TEACHER WRITTEN TEST/TASK

☐ ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [1][8][1][6][9]

TITLE: Diagnosis: An Instructional Aid - Math

AUTHOR: SRA

SOURCE (If applicable): Level A

SOURCE LOCATION: Probe 2

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

DIRECTIONS FOR SCORING:

130

Accession Number 00152

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

☐ TEACHER WRITTEN TEST/TASK

☐ ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: | | | | | |

LEARNING OBJECTIVE NUMBER: | 1 | 8 | 1 | 9 | 9 |

TITLE: Diagnosis: An Instructional Aid - Math

AUTHOR: SRA

SOURCE (if applicable): Kit B

SOURCE LOCATION: Probe 4

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

DIRECTIONS FOR SCORING:

Accession Number 00153

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

☐ TEACHER WRITTEN TEST/TASK

☒ ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [0][9][2][1][9]

TITLE: Diagnosis: An Instructional Aid - Readi

AUTHOR: SRA

SOURCE (if applicable): Level A

SOURCE LOCATION: Probe RA 31

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

DIRECTIONS FOR SCORING:

41

Accession Number 00154

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

☐ TEACHER WRITTEN TEST/TASK

☐ ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: | | | | | |

LEARNING OBJECTIVE NUMBER: | 2 | 1 | 1 | 3 | 3 |

TITLE: Prescriptive Evaluation Chart

AUTHOR: _____ SOURCE (if applicable): Reader's Digest Services, Inc.

SOURCE LOCATION: Module 3: Number Concepts #17-18

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

DIRECTIONS FOR SCORING:

45

Accession Number 00155

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

☐ TEACHER WRITTEN TEST/TASK

☐ ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [2][1][1][2][4]

TITLE: Prescriptive Evaluation Chart

AUTHOR: _____ SOURCE (if applicable): Reader's Digest Services, Inc.

SOURCE LOCATION: Module 3: Number Concepts #19-20

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

DIRECTIONS FOR SCORING:

Accession Number 00156

NLRC/P

SER-LARS Report C-3
Objective Referenced Measures

☐ TEACHER WRITTEN TEST/TASK

☐ ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: | | | | | |

LEARNING OBJECTIVE NUMBER: | 2 | 1 | 1 | 0 | 3 |

TITLE: Prescriptive Evaluation Chart

AUTHOR: _____ SOURCE (if applicable): Reader's Digest Services, Inc.

SOURCE LOCATION: Module 3: Number Concepts #3-6

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

DIRECTIONS FOR SCORING:

47

Accession Number 00157

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

☐ TEACHER WRITTEN TEST/TASK

☐ ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: | | | | | |

LEARNING OBJECTIVE NUMBER: | 0 | 7 | 1 | 2 | 2 |

TITLE: Prescriptive Evaluation Checklist

AUTHOR: _____ SOURCE (if applicable): Reader's Digest Services, Inc.

SOURCE LOCATION: Module 1: Initial Experience Item #8

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

DIRECTIONS FOR SCORING:

Accession Number 00159

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

☐ TEACHER WRITTEN TEST/TASK

☐ ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [0][9][5][0][6]

TITLE: Prescriptive Evaluation Chart

AUTHOR: _____

SOURCE (if applicable): Reader's Digest Services Inc.

SOURCE LOCATION: Module 3 - Number Concepts #7-12

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

DIRECTIONS FOR SCORING:

Accession Number 00158

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

☐ TEACHER WRITTEN TEST/TASK

☐ ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: | | | | | |

LEARNING OBJECTIVE NUMBER: | 2 | 1 | 1 | 1 | 0 |

TITLE: Prescriptive Evaluation Chart

AUTHOR: _____ SOURCE (if applicable): Reader's Digest Services, Inc.

SOURCE LOCATION: Module 3 - Number Concepts #13-14

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

DIRECTIONS FOR SCORING:

Accession Number 00160

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

☐ TEACHER WRITTEN TEST/TASK

☐ ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: ☐☐☐☐☐

LEARNING OBJECTIVE NUMBER: 0 7 1 3 0

TITLE: Prescriptive Evaluation Checklist

AUTHOR: _____ SOURCE (if applicable): Reader's Digest Services, Inc.

SOURCE LOCATION: _____

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

DIRECTIONS FOR SCORING:

51

Accession Number 00161

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

☐ TEACHER WRITTEN TEST/TASK

☐ ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: | | | | | |

LEARNING OBJECTIVE NUMBER: | 0 | 7 | 1 | 4 | 3 |

TITLE: Prescriptive Evaluation Chart

AUTHOR: _____ SOURCE (if applicable): Reader's Digest Services, Inc.

SOURCE LOCATION: Module 1 Item 10

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

DIRECTIONS FOR SCORING:

Accession Number 00165

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

☐ TEACHER WRITTEN TEST/TASK

☐ ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: | | | | | |

LEARNING OBJECTIVE NUMBER: | 1 | 5 | 5 | 4 | 1 |

TITLE: Boehm Test of Basic Concepts

AUTHOR: Ann E. Boehm

SOURCE (If applicable): Psychological Corp.

SOURCE LOCATION: Book I and II

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

DIRECTIONS FOR SCORING:

Accession Number 00166

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

☐ TEACHER WRITTEN TEST/TASK

☐ ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: | | | | | |

LEARNING OBJECTIVE NUMBER: | 0 | 6 | 3 | 6 | 0 |

TITLE: Keymath Arithmetic Diagnostic Test

AUTHOR: Connolly, A. et. al.

SOURCE (if applicable): American Guidance Service, Inc.

SOURCE LOCATION: Subtest N

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

DIRECTIONS FOR SCORING:

Accession Number 00167

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

☐ TEACHER WRITTEN TEST/TASK

☐ ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [0][9][1][4][5]

TITLE: Botel's Phonics Inventory

AUTHOR: Botel, Morton

SOURCE (If applicable): Follett Educational Corp.

SOURCE LOCATION:

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

DIRECTIONS FOR SCORING:

Accession Number 00168

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

☐ TEACHER WRITTEN TEST/TASK

☐ ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: | | | | | |

LEARNING OBJECTIVE NUMBER: | 0 | 4 | 0 | 6 | 5 |

TITLE: Botel's Phonics Inventory

AUTHOR: Botel, Morton

SOURCE (if applicable): Follett Educational Corp.

SOURCE LOCATION:

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

DIRECTIONS FOR SCORING:

Accession Number 00169

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

☐ TEACHER WRITTEN TEST/TASK

☐ ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: | | | | | |

LEARNING OBJECTIVE NUMBER: | 0 | 9 | 0 | 6 | 0 |

TITLE: Botel's Phonics Inventory

AUTHOR: Botel, Morton

SOURCE (If applicable): Follet Educational Corp.

SOURCE LOCATION:

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

DIRECTIONS FOR SCORING:

Accession Number 00170

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

☐ TEACHER WRITTEN TEST/TASK

☐ ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: ☐☐☐☐☐

LEARNING OBJECTIVE NUMBER: 2 1 1 3 0

TITLE: Prescriptive Evaluation Checklist

AUTHOR: _____ SOURCE (If applicable): Reader's Digest Services Inc.

SOURCE LOCATION: Module 3: Number Concepts #1-2

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

DIRECTIONS FOR SCORING:

Accession Number 00171

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

☐ TEACHER WRITTEN TEST/TASK

☐ ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: | | | | | |

LEARNING OBJECTIVE NUMBER: | 9 | 0 | 3 | 6 | 8 |

TITLE: Prescriptive Evaluation Checklist

AUTHOR: _____ SOURCE (if applicable): Reader's Digest Services, Inc.

SOURCE LOCATION: _____

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

DIRECTIONS FOR SCORING:

Accession Number 00172

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

☐ TEACHER WRITTEN TEST/TASK

☐ ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: | | | | | |

LEARNING OBJECTIVE NUMBER: | 1 | 5 | 1 | 5 | 8 |

TITLE: Diagnosis: An Instructional Aid - Reading

AUTHOR: SRA

SOURCE (If applicable): Level A

SOURCE LOCATION: RA 15 Q 13-22

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

DIRECTIONS FOR SCORING:

57

Accession Number 00173

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

☐ TEACHER WRITTEN TEST/TASK

☐ ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: | | | | | |

LEARNING OBJECTIVE NUMBER: | 0 | 9 | 0 | 6 | 3 |

TITLE: Dr. Spello

AUTHOR: Kottmeyer, Wm.

SOURCE (if applicable): McGraw-Hill Co.

SOURCE LOCATION: P. 18

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

DIRECTIONS FOR SCORING:

Accession Number 00174

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

☐ TEACHER WRITTEN TEST/TASK

☐ ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: | | | | | |

LEARNING OBJECTIVE NUMBER: | 2 | 1 | 4 | 3 | 4 |

TITLE: Key Math Diagnostic Arithmetic Test

AUTHOR: Connolly, A. et al

SOURCE (If applicable): AGS

SOURCE LOCATION:

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

DIRECTIONS FOR SCORING:

59

Accession Number 00180

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

[X] TEACHER WRITTEN TEST/TASK

[ ] ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [9][0][7][4][9]

TITLE: Vocabulary Development

AUTHOR: T. Myers

SOURCE (if applicable): Middle Urban

SOURCE LOCATION:

DIRECTIONS FOR ADMINISTRATION:

Orally ask the student the meaning of a specified number of words. The student then uses the word in a sentence.

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

DIRECTIONS FOR SCORING:
1 point - for correct definition of selected word
1 point - for proper use of word in context
1/2 point - for only one of the above correct
Compute the percentage of correct parts

Accession Number 00181

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

[X] TEACHER WRITTEN TEST/TASK

[ ] ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [0][9][3][0][7]

TITLE: Syllables

AUTHOR: J. Morgan

SOURCE (if applicable): Middle Urban

SOURCE LOCATION:

DIRECTIONS FOR ADMINISTRATION:

Prepare a list of words having from one to three syllables

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

Present the student with a list of ten words having from one to three syllables. The student divides each word into syllables and places a stress mark over the syllables indicated by the teacher.

DIRECTIONS FOR SCORING:

Each item is worth 10 points

Accession Number 00186

NLRC/P

SER-LARS Report C-3
Objective Referenced Measures

[X] TEACHER WRITTEN TEST/TASK

[ ] ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [0][6][1][8][5]

TITLE: Sound Blending

AUTHOR: Cheryl Gregory

SOURCE (if applicable): Rural

SOURCE LOCATION:

DIRECTIONS FOR ADMINISTRATION: The student and teacher must face one another while producing all sounds. After the teacher produces the sound with exaggerated lip movement, both the teacher and student practice the sound in front of a mirror to see the correct lip formation.

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

/m/ + /i/

1) Student produces the given sound /m/
2) Student produces the given sound /i/
3) Student blends the given sounds /m/ + /i/

DIRECTIONS FOR SCORING: 1 point for each sound
Ex.--/m/ = 1 pt.
/i/ = 1 pt.
Blend /m/ + /i/ = 2 pt.

Accession Number 00187

NLRC/P

SER-LARS Report C-3
Objective Referenced Measures

[X] TEACHER WRITTEN TEST/TASK

[ ] ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [1][5][3][2][0]

TITLE: Visual Memory

AUTHOR: A. Donohue

SOURCE (if applicable): Middle Urban

SOURCE LOCATION:

DIRECTIONS FOR ADMINISTRATION:

1. Show a simple picture for 10 seconds. Then gradually work down to 5 seconds.
2. Put the picture out of the student's view.
3. Ask questions concerning the pictures.

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

Ex. - Show a picture of a girl walking her dog in a setting with a flower, tree, and sun.

Sample Questions - (Of increasing difficulty)

1. How many people are in the picture?
2. Is there a boy or girl in the picture?
3. What color is the flower?

DIRECTIONS FOR SCORING:

Point System

61

Accession Number 00188

NLRC/P

SER-LARS Report C-3
Objective Referenced Measures

☐ TEACHER WRITTEN TEST/TASK

☐ ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [0][6][3][1][4]

TITLE: Modern Arithmetic Through Discovery

AUTHOR: P.R. Trafton
General Learning Corp.,
Silver Burdett Div.

SOURCE (if applicable): Workbook

SOURCE LOCATION:

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

DIRECTIONS FOR SCORING:

Accession Number 00190

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

[X] TEACHER WRITTEN TEST/TASK

[ ] ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [1][5][3][2][0]

TITLE: Capitilization

AUTHOR: A Donohue

SOURCE (if applicable): Middle Urban

SOURCE LOCATION:

DIRECTIONS FOR ADMINISTRATION:

1. Write a paragraph with no capital letters on the blackboard making sure all punctuation is clearly marked.
2. Read it once, stressing pauses at the ends of sentences.

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

Any short paragraph will do.

The student must copy it capitilizing the proper words.

DIRECTIONS FOR SCORING:

After you see where they missed a capital letter, you reinforce that specific area. If more than 15 were missed, you review all rules.

Accession Number 00191

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

[X] TEACHER WRITTEN TEST/TASK

[ ] ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [9][9][0][2][6]

TITLE: Decoding

AUTHOR: G. Williams

SOURCE (if applicable): Glass Analysis

SOURCE LOCATION:

DIRECTIONS FOR ADMINISTRATION:

Give the student the appropricate book in the Glass Analysis Kit. Turn to review words at the end of the book. Ask the student to read words chosen at random, which contains all clusters introduced in the book.

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

sit	him	Jack	told
bet	shop	sand	stab
bats	clam	trap	fish
ring	admit	shin	bag
fan	rays	plums	
pots	funny	flashy	

DIRECTIONS FOR SCORING:

Score according to the number of clusters (underlined above) which the student read correctly.

Accession Number 00192

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

☐ TEACHER WRITTEN TEST/TASK

☐ ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: | | | | | |

LEARNING OBJECTIVE NUMBER: | 0 | 9 | 1 | 4 | 5 |

TITLE: Botel Phonics Inventory

AUTHOR: Botel, Morton

SOURCE (if applicable): Follett Educational Corp.

SOURCE LOCATION:

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

DIRECTIONS FOR SCORING:

NLRC/P

Accession Number 00193

SER-LARS Report C-3
Objective Referenced Measures

☐ TEACHER WRITTEN TEST/TASK

☐ ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [1][8][1][4][6]

TITLE: Diagnosis - An Instructional Aid-Math

AUTHOR: SRA

SOURCE (if applicable): Level A

SOURCE LOCATION: Probe # L-1

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

DIRECTIONS FOR SCORING:

62

NLRC/P

Accession Number 00194

SER-LARS Report C-3
Objective Referenced Measures

☐ TEACHER WRITTEN TEST/TASK

☐ ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: | | | | | |

LEARNING OBJECTIVE NUMBER: | 2 | 1 | 2 | 1 | 1 |

TITLE: Heath Elementary Math

AUTHOR: D.C. Heath & Co.

SOURCE (if applicable): ___

SOURCE LOCATION: Chapter Tests

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

DIRECTIONS FOR SCORING:

Accession Number 00195

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

[X] TEACHER WRITTEN TEST/TASK

[ ] ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [1][8][1][3][3]

TITLE: Telling Time

AUTHOR: P. Kram

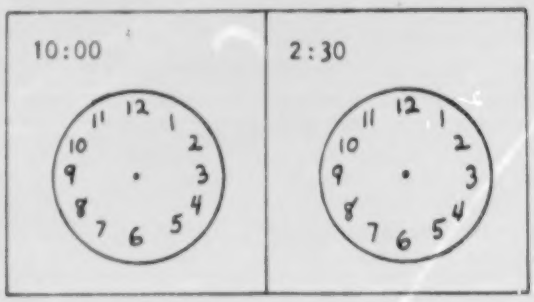
SOURCE (if applicable): Middle Urban

SOURCE LOCATION:

DIRECTIONS FOR ADMINISTRATION:

Draw hands on the clock faces to show the time indicated in each block.

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:



DIRECTIONS FOR SCORING: It is either correct or incorrect.

Percentage correct = score

NLRC/P

Accession Number 00196

SER-LARS Report C-3
Objective Referenced Measures

[X] TEACHER WRITTEN TEST/TASK

[ ] ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [1][5][4][3][4]

TITLE: Informal Test for Lower Case Letter Formation

AUTHOR: S. Geesey

SOURCE (If applicable): Rural

SOURCE LOCATION:

DIRECTIONS FOR ADMINISTRATION:

1) Give student pencil and composition paper
2) Tell the student to print the letters (lowercase) of the alphabet. Help the student if he forgets what letter comes next, but do not show any model.

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

Lower case letter formation.

DIRECTIONS FOR SCORING:

1) Any letter, after giving a verbal prompt the student did not produce, scores as an error.
2) Any letter that is reversed, shows a discrepency in spacing, scores as an error.

Accession Number 00197

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

[X] TEACHER WRITTEN TEST/TASK

[ ] ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [0][6][1][2][3]

TITLE: Formboard

AUTHOR: F. Lamberts

SOURCE (If applicable): Rural

SOURCE LOCATION:

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

The child must insert the rubber form into the proper corresponding shape.

DIRECTIONS FOR SCORING:

The score is the number done correctly.

NLRC/P

Accession Number 00198

SER-LARS Report C-3
Objective Referenced Measures

[X] TEACHER WRITTEN TEST/TASK

[ ] ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [0][6][3][1][3]

TITLE: Oral Test for Naming the Numbers 1-10 on a Number Line

AUTHOR: B. Lukus

SOURCE (if applicable): Suburban

SOURCE LOCATION:

DIRECTIONS FOR ADMINISTRATION:

Read 5 oral questions to the Student.
No time limit.
Observe and record responses.

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

1. Trace each number with you finger.
2. Match these cards with numbers on them with the numbers on the number line.
3 & 4. Point to each number from 1-10 and name it.
5. Show me how many objects are represented by the number I tell you.

DIRECTIONS FOR SCORING:

80% accuracy is sufficient

Accession Number 00199

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

☐ TEACHER WRITTEN TEST/TASK

☒ ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [1][8][0][0][1]

TITLE: Mathematics Flashcards

AUTHOR: Ideal School Supply Co. SOURCE (If applicable): _____

SOURCE LOCATION: _____

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

DIRECTIONS FOR SCORING:

Accession Number 00200

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

[X] TEACHER WRITTEN TEST/TASK

[ ] ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [0][4][0][3][1]

TITLE: Sight Vocabulary Test

AUTHOR: K. McHenry

SOURCE (If applicable): Suburban

SOURCE LOCATION:

DIRECTIONS FOR ADMINISTRATION:

1) Have vocabulary words on a word chart
2) Have a group of word flashcards

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

1) Have the student match flashcard words with the words on the chart.
2) Have the student say the word

DIRECTIONS FOR SCORING:

Record the percentage of words the student pronounces correctly.

NLRC/P

Accession Number 00201

SER-LARS Report C-3
Objective Referenced Measures

☐ TEACHER WRITTEN TEST/TASK

☐ ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: | | | | | |

LEARNING OBJECTIVE NUMBER: | 2 | 1 | 2 | 3 | 7 |

TITLE: Heath Math Program

AUTHOR: L. Motler

SOURCE (If applicable): Book 3

SOURCE LOCATION: Page 46 Problems 4-7

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

DIRECTIONS FOR SCORING:

Record the number right
Passing = 80-100 precent correct

NLRC/P

Accession Number 00202

SER-LARS Report C-3
Objective Referenced Measures

☐ TEACHER WRITTEN TEST/TASK

☐ ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: | | | | | |

LEARNING OBJECTIVE NUMBER: | 0 | 9 | 0 | 7 | 2 |

TITLE: Botels Phonics Inventory

AUTHOR: Botel, Morton
Follett Educational Corp.

SOURCE (if applicable): Level B

SOURCE LOCATION: Part 1

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

DIRECTIONS FOR SCORING:

Accession Number 00203

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

[X] TEACHER WRITTEN TEST/TASK

[ ] ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [2][1][2][2][9]

TITLE: Telling Time: Quarter Past--Quarter To

AUTHOR: L. Motter

SOURCE (if applicable): Suburban

SOURCE LOCATION:

DIRECTIONS FOR ADMINISTRATION:

Student has:

1) Sharpened pencil and eraser
2) Test sheet

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

Part 1

Direc: Put the time on the blank:

_____ _____

Part 2

Direc: Put the time on the clocks

8:15

6:45

DIRECTIONS FOR SCORING: Passing = 80 - 100%

Access on Number 00204

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

☐ TEACHER WRITTEN TEST/TASK

☐ ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: | | | | | |

LEARNING OBJECTIVE NUMBER: | 0 | 9 | 1 | 4 | 9 |

TITLE: Gates McKillop Reading Diagnostic Test

AUTHOR: A. Gates and A. McKillop
Teachers College Press

SOURCE (if applicable):

SOURCE LOCATION: Oral Reading Subtest

DIRECTIONS FOR ADMINISTRATION

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

DIRECTIONS FOR SCORING:

Accession Number 00205

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

[x] TEACHER WRITTEN TEST/TASK

[ ] ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [0][1][9][0][6][8]

TITLE: Vowel Sounds

AUTHOR: B. McClincy

SOURCE (if applicable): Rural

SOURCE LOCATION:

DIRECTIONS FOR ADMINISTRATION:

Give the student a ruled sheet of paper with a written list of words corresponding to the lesson words.

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

1) Student listens while word is read.
2) Student is to write the letter that makes the vowel sound beside the word within a 5 second interval
3) Proceed through the list

DIRECTIONS FOR SCORING: 1 point for each correct answer.

Accession Number 00206

NLRC/P

SER-LARS Report C-3
Objective Referenced Measures

[X] TEACHER WRITTEN TEST/TASK

[ ] ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ] [ ] [ ] [ ] [ ]

LEARNING OBJECTIVE NUMBER: [9] [0] [1] [2] [3]

TITLE: Object Recognition

AUTHOR: C. Gregory

SOURCE (if applicable) Rural

SOURCE LOCATION:

DIRECTIONS FOR ADMINISTRATION:

Student is presented with a 3 objects.
Teacher asks student to pick up object named.

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

Example:

Match pencil gum
Teacher ask student to pick up the match.

DIRECTIONS FOR SCORING: Correctly pick up an object in three different sets, five days in succession.

Accession Number 00207

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

[X] TEACHER WRITTEN TEST/TASK

[ ] ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [0][6][1][8][6]

TITLE: Sound-Word Imitation

AUTHOR: C. Gregory

SOURCE (if applicable): Rural

SOURCE LOCATION:

DIRECTIONS FOR ADMINISTRATION:

Face the student at class distance and with exaggerated mouth and lip formation have the student imitate word sounds.

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS.

Example:

me /m/ + /i/

eye /a/ + /i/

know /o^{u}/

woo /u/

cow /a^{u}/

DIRECTIONS FOR SCORING: Utilize a daily chart.
The student will imitate the word sound at least 20 days consecutively--3 times per day.

Accession Number 00208

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

[X] TEACHER WRITTEN TEST/TASK

[ ] ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [0][9][0][7][0]

TITLE: Vowel Identification

AUTHOR: B. McClincy

SOURCE (if applicable): Rural

SOURCE LOCATION:

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

Using picture cards, the student will take each card, identify the picture and name the vowel sound heard in the word.

DIRECTIONS FOR SCORING: 1 point for each vowel sound correctly identified.

Accession Number 00209

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

☐ TEACHER WRITTEN TEST/TASK

☐ ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [0][9][0][4][7]

TITLE: Diagnosis - An Instructional Aid-Reading

AUTHOR: SRA

SOURCE (if applicable): Reading Lab

SOURCE LOCATION: Probe 1

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

DIRECTIONS FOR SCORING:

NLRC/P

Accession Number 00210

SER-LARS Report C-3
Objective Referenced Measures

[X] TEACHER WRITTEN TEST/TASK

[ ] ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [0][9][0][6][5]

TITLE: Vowel - letter Association

AUTHOR: B. McCliney

SOURCE (if applicable): Rural

SOURCE LOCATION:

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

Child listens to words presented orally and orally identifies the sound heard and the letter which makes the sound.

DIRECTIONS FOR SCORING:

1 point for each correct sound identification
1 point for each correct letter-sound association

Accession Number: 00211

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

[X] TEACHER WRITTEN TEST/TASK

[ ] ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [0][9][2][7][1]

TITLE: Contractions

AUTHOR: G. Williams

SOURCE (If applicable): Middle Urban

SOURCE LOCATION:

DIRECTIONS FOR ADMINISTRATION:

Prepare a written list of expressions which may be made into contractions. Verbally instruct student to write the contractions.

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

Write contractions for these words:

it is	she would	I will
you are	they have	he has
I am	should not	
We had	will not	

DIRECTIONS FOR SCORING:

Score = percent correct.

NLRC/P

Accession Number 00212

SER-LARS Report C-3
Objective Referenced Measures

[X] TEACHER WRITTEN TEST/TASK

[ ] ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [2][0][1][6][0]

TITLE: Pupil Observation

AUTHOR: P. Jodun

SOURCE (if applicable): Rural

SOURCE LOCATION:

DIRECTIONS FOR ADMINISTRATION:

Observe the student in class.
Count the number of times he physically interferes with his fellow students.

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

DIRECTIONS FOR SCORING:

NLRC/P

Accession Number 00213

SER-LARS Report C-3
Objective Referenced Measures

[x] TEACHER WRITTEN TEST/TASK

[ ] ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [1][5][3][3][1]

TITLE: Verb Pack Test

AUTHOR: Lancaster School District

SOURCE (if applicable):

SOURCE LOCATION: Verb II

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

DIRECTIONS FOR SCORING:

Accession Number 00214

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

☐ TEACHER WRITTEN TEST/TASK

☐ ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: | | | | | |

LEARNING OBJECTIVE NUMBER: | 1 | 8 | 2 | 2 | 8 |

TITLE: Diagnosis - An Instructional Aid-Math

AUTHOR: SRA

SOURCE (if applicable):

SOURCE LOCATION: Level A

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

DIRECTIONS FOR SCORING:

Accession Number 00215

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

☐ TEACHER WRITTEN TEST/TASK

☐ ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: | | | | | |

LEARNING OBJECTIVE NUMBER: | 1 | 8 | 1 | 8 | 5 |

TITLE: Diagnosis - An Instructional Aid-Math

AUTHOR: SRA

SOURCE (if applicable):

SOURCE LOCATION: Level A

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

DIRECTIONS FOR SCORING:

Accession Number 00216

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

☐ TEACHER WRITTEN TEST/TASK

☐ ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: | | | | | |

LEARNING OBJECTIVE NUMBER: | 1 | 8 | 1 | 6 | 9 |

TITLE: Diagnosis - An Instructional Aid-Reading

AUTHOR: SRA

SOURCE (if applicable): Level A

SOURCE LOCATION: Probe 2

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

DIRECTIONS FOR SCORING:

Accession Number 00217

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

☐ TEACHER WRITTEN TEST/TASK

☐ ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [0][9][2][1][9]

TITLE: Diagnosis - An Instructional Aid-Reading

AUTHOR: SRA

SOURCE (if applicable): Level A

SOURCE LOCATION: Probe 31

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

DIRECTIONS FOR SCORING:

77

NLRC/P

Accession Number 00218

SER-LARS Report C-3
Objective Referenced Measures

[x] TEACHER WRITTEN TEST/TASK

[ ] ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [9][9][0][2][6]

TITLE: an words

AUTHOR: P. Jodun

SOURCE (if applicable): Rural Unit

SOURCE LOCATION:

DIRECTIONS FOR ADMINISTRATION:

"Say the sounds these letters make. Put them in front of an and say the new word".

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

Pronounce sounds v, c, d, p, m
Pronounce an
Put v with an - say van
c " an - " can
d " an - " dan
p " an - " pan
m " an - " man

DIRECTIONS FOR SCORING:

Score = number of words the child produces.

78

Accession Number 00219

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

[X] TEACHER WRITTEN TEST/TASK

[ ] ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [0][9][2][9][8]

TITLE: Syllable - Suffix Recognition

AUTHOR: B. McCincy SOURCE (if applicable): Rural

SOURCE LOCATION:

DIRECTIONS FOR ADMINISTRATION:

The student is to have a ruled sheet of paper with the following words listed

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

Words
fondest
gruffest
sickest
freshest

A. Student is to circle the number of syllables in each word.
B. Student is to separate the word and its suffix or ending.

DIRECTIONS FOR SCORING:

1 Point for every correct syllable scored.
2 Points for each word correctly separated into the original word plus ending.

Accession Number 00220

NLRC/P

SER-LARS Report C-3
Objective Referenced Measures

[X] TEACHER WRITTEN TEST/TASK

[ ] ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [9][0][6][8][4]

TITLE: Root Words and Suffixes

AUTHOR: J. Zigner

SOURCE (if applicable): Middle Urban

SOURCE LOCATION:

DIRECTIONS FOR ADMINISTRATION:

Write words with suffixes.
Instruct student to write the base or root words.

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

trying
hitting
faster
needed
happily
sunny
prettiest
government
given
spiny

Instructions:
Write the root words for these words

DIRECTIONS FOR SCORING:

Score = number correct

Accession Number 00221

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

[X] TEACHER WRITTEN TEST/TASK

[ ] ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [3][0][1][6][2]

TITLE: Continuous Work

AUTHOR: D. Van Duzer

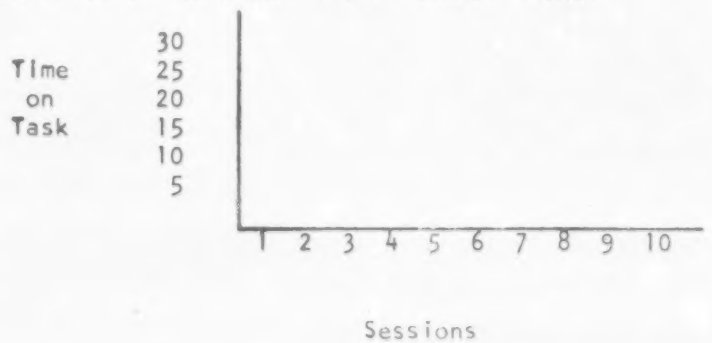
SOURCE (If applicable):

SOURCE LOCATION:

DIRECTIONS FOR ADMINISTRATION:

Student's behavior is observed for 10 days prior to treatment session.

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:



DIRECTIONS FOR SCORING:

Percentage of successes (number of times he worked for 15 minutes) is calculated

Accession Number 00223

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

[X] TEACHER WRITTEN TEST/TASK

[ ] ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [9][0][1][5][9]

TITLE: Time on Task

AUTHOR: D . Van Duzer

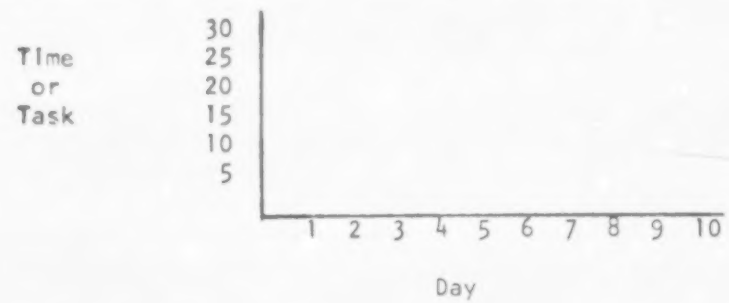
SOURCE (if applicable): Middle Urban

SOURCE LOCATION:

DIRECTIONS FOR ADMINISTRATION:

Student is observed for 10 days prior to treatment session. The amount of time spent on task is recorded for each day.

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:



DIRECTIONS FOR SCORING:

Percentage of days student worked 30 minutes

Accession Number 00224

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

☐ TEACHER WRITTEN TEST/TASK

☐ ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: | | | | | |

LEARNING OBJECTIVE NUMBER: | 0 | 9 | 6 | 7 | 1 |

TITLE: Right/Left

AUTHOR: Grotsky

SOURCE (if applicable): Middle Urban

SOURCE LOCATION:

DIRECTIONS FOR ADMINISTRATION:

(1) Ask the student to orally identify the object or person according to the direction - right/left
(2) Ask the student to demonstrate his knowledge of right/left with markings on his paper
(3) Ask the student to do a body movement to the right/left

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

DIRECTIONS FOR SCORING:

Score = percentage correct

NLRC/P

Accession Number 00225

SER-LARS Report C-3
Objective Referenced Measures

☐ TEACHER WRITTEN TEST/TASK

☐ ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [2][1][4][0][0]

TITLE: Diagnosis: An Instructional Aid - Math

AUTHOR: SRA

SOURCE (if applicable): Probe L

SOURCE LOCATION: #1

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

DIRECTIONS FOR SCORING:

Accession Number 00227

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

☐ TEACHER WRITTEN TEST/TASK

☐ ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: | | | | | |

LEARNING OBJECTIVE NUMBER: | 0 | 9 | 0 | 0 | 2 |

TITLE: Fountain Valley - Red I

AUTHOR: R. Zweig Associates, Inc.

SOURCE (if applicable): Vocab. Development

SOURCE LOCATION:

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

DIRECTIONS FOR SCORING:

Accession Number 00228

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

[X] TEACHER WRITTEN TEST/TASK

[ ] ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [8][3][1][4][4]

TITLE: Eye-hand Coordination

AUTHOR: S. Ceplinski

SOURCE (if applicable): Middle Urban

SOURCE LOCATION:

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

Student bounces a ping-pong ball

DIRECTIONS FOR SCORING:

A goal of 100 bounces was set

Accession Number 00229

NLRC/P

SER-LARS Report C-3
Objective Referenced Measures

[X] TEACHER WRITTEN TEST/TASK

[ ] ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [2][1][4][1][4]

TITLE: Construction of Geometric Shapes

AUTHOR: P. Kram

SOURCE (if applicable): Middle Urban

SOURCE LOCATION:

DIRECTIONS FOR ADMINISTRATION:

Students are given paper, ruler, compass and protractor.

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

1. Students are directed to draw circles of various sizes using the above instruments.
2. Students are directed to draw angles of various sizes.

DIRECTIONS FOR SCORING:

Each item is either correct or incorrect.

NLRC/P

Accession Number 00300

SER-LARS Report C-3
Objective Referenced Measures

☐ TEACHER WRITTEN TEST/TASK

☐ ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: | | | | | |

LEARNING OBJECTIVE NUMBER: | 1 | 5 | 3 | 6 | 9 |

TITLE: Diagnosis: An Instructional Aid - Reading

AUTHOR: SRA

SOURCE (if applicable): Main Idea

SOURCE LOCATION: Probe 14

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

DIRECTIONS FOR SCORING:

Accession Number 003U1

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

[X] TEACHER WRITTEN TEST/TASK

[ ] ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [0][9][6][3][8]

TITLE: Identified DUSO (Developing Understanding of Self and Others) Behaviors

AUTHOR: S. Snyder

SOURCE (If applicable): Middle Urban

SOURCE LOCATION: _____

DIRECTIONS FOR ADMINISTRATION:

Teacher completes check list by circling yes or no for each item.

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

Sample:

		YES	NO
1.	Raises hand for recognition to speak	___	___
2.	Listens to directions and others carefully	___	___
3.	Communicates verbally with teachers and others	___	___
4.	Stays on topic of conversation when speaking	___	___
5.	Makes few derogatory statements about self	___	___
6.	Makes few derogatory statements about others	___	___
7.	Accepts making mistakes	___	___
8.	Sympathetic toward others when appropriate	___	___
9.	Realizes that his mood affects how others feel about him	___	___
10.	Accepts not being included in every group activity	___	___

DIRECTIONS FOR SCORING: Calculate percent of items indicated by yes response. Percent of yes response will be accepted as degree of mastery.

Accession Number 00302

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

[X] TEACHER WRITTEN TEST/TASK

[ ] ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [0][6][2][3][9]

TITLE: Identified DUSO (Developing Understanding of Self and Others) Behaviors

AUTHOR: S. Snyder

SOURCE (if applicable): Middle Urban

SOURCE LOCATION: _____

DIRECTIONS FOR ADMINISTRATION:

Teacher completes check list by circling yes or no for each item.

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

Sample:	YES	NO
1. Raises hand for recognition to speak	___	___
2. Listens to directions and others carefully	___	___
3. Communicates verbally with teachers and others	___	___
4. Stays on topic of conversation when speaking	___	___
5. Makes few derogatory statements about self	___	___
6. Makes few derogatory statements about others	___	___
7. Accepts making mistakes	___	___
8. Sympathetic toward others when appropriate	___	___
9. Realizes that his mood affects how others feel about him	___	___
10. Accepts not being included in every group activity	___	___

DIRECTIONS FOR SCORING: Calculate percent of items indicated by yes response. Percent of yes response will be accepted as degree of mastery.

Accession Number 00303

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

[X] TEACHER WRITTEN TEST/TASK

[ ] ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [0][6][6][8][3]

TITLE: Identified DUSO (Developing Understanding of Self and Others) Behaviors

AUTHOR: S. Snyder

SOURCE (if applicable): Middle Urban

SOURCE LOCATION: _____

DIRECTIONS FOR ADMINISTRATION:

Teacher completes check list by circling yes or no for each item.

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

Sample:

		YES	NO
1.	Raises hand for recognition to speak	___	___
2.	Listens to directions and others carefully	___	___
3.	Communicates verbally with teachers and others	___	___
4.	Stays on topic of conversation when speaking	___	___
5.	Makes few derogatory statements about self	___	___
6.	Makes few derogatory statements about others	___	___
7.	Accepts making mistakes	___	___
8.	Sympathetic toward others when appropriate	___	___
9.	Realizes that his mood affects how others feel about him	___	___
10.	Accepts not being included in every group activity	___	___

DIRECTIONS FOR SCORING: Calculate percent of items indicated by yes response. Percent of yes response will be accepted as degree of mastery.

Accession Number 00304

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

[X] TEACHER WRITTEN TEST/TASK

[ ] ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [9][0][6][8][9]

TITLE: On Task Behavior Checklist

AUTHOR: S. Snyder

SOURCE (if applicable): Middle Urban

SOURCE LOCATION:

DIRECTIONS FOR ADMINISTRATION:
(1) Each identified on-task behavior is evaluated at the end of daily period by classroom teacher.
(2) Evaluation involves checking pass or fail for each on task behavior daily.

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

	Pass	Fail
1. Eye-Contact with materials		
2. Seated and facing forward		
3. Successful task completion		
4. No vocal noise		

DIRECTIONS FOR SCORING:
(1) The student either passes or fails each of the identified on-task behaviors.
(2) The checklist is completed daily.
(3) Percent of behaviors passed can be computed.

Accession Number 00305

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

[X] TEACHER WRITTEN TEST/TASK

[ ] ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [1][5][0][4][9]

TITLE: Same or Different

AUTHOR: Grotsky

SOURCE (if applicable): Middle Urban

SOURCE LOCATION:

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

1. The student has his back turned to the teacher as she reads 2 words at a time.
2. Student may repeat the words or say same or different.

DIRECTIONS FOR SCORING:

NLRC/P

Accession Number 00306

SER-LARS Report C-3
Objective Referenced Measures

[X] TEACHER WRITTEN TEST/TASK

[ ] ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [0][6][3][5][2]

TITLE: Understanding the Days of the Week

AUTHOR: J. Manning

SOURCE (if applicable): Middle Urban

SOURCE LOCATION:

DIRECTIONS FOR ADMINISTRATION:

Oral questions

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

1. Does each day of the week have a different name?
2. What are the school days?
3. What are the weekend days?
4. When is your birthday?
5. Holidays - what is Christmas?
6. What was yesterday?
7. What is today?
8. What is tomorrow?
9. Start with Monday and tell me the days of the week in order.
10. How many days in a week?

DIRECTIONS FOR SCORING:

Score = Percent Correct

NLRC/P

Accession Number 00307

SER-LARS Report C-3
Objective Referenced Measures

☐ TEACHER WRITTEN TEST/TASK

☐ ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: | | | | | |

LEARNING OBJECTIVE NUMBER: | 1 | 8 | 0 | 0 | 2 |

TITLE: Heath Elementary Math

AUTHOR: Dilly et. al.

SOURCE (If applicable):

SOURCE LOCATION: Chapter 2

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

DIRECTIONS FOR SCORING:

Accession Number 00308

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

☐ TEACHER WRITTEN TEST/TASK

☐ ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: | | | | | |

LEARNING OBJECTIVE NUMBER: | 1 | 8 | 5 | 3 | 2 |

TITLE: Heath Elementary Math

AUTHOR: Dilly et. al.

SOURCE (if applicable): Book 3

SOURCE LOCATION: Chapter 7

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

DIRECTIONS FOR SCORING:

Accession Number 00309

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

☐ TEACHER WRITTEN TEST/TASK

☐ ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: | | | | | |

LEARNING OBJECTIVE NUMBER: | 1 | 8 | 0 | 0 | 0 |

TITLE: Heath Elementary Math

AUTHOR: Dilly et. al.

SOURCE (if applicable): Book 3

SOURCE LOCATION: Chapter 7

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

DIRECTIONS FOR SCORING:

Accession Number 00310

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

[X] TEACHER WRITTEN TEST/TASK

[ ] ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [9][0][3][1][4]

TITLE: Evaluating Understanding of Postal Service and How It Works

AUTHOR: B. Lukus

SOURCE (if applicable): Suburban

SOURCE LOCATION:

DIRECTIONS FOR ADMINISTRATION:

1. Place 5 pictures of postal service activities in random order on the chalk tray.

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

1. Ask student to come to the blackboard.
2. Ask student to examine pictures.
3. Ask student to describe what he sees in each picture.
4. Ask student to explain verbally which activity would come first..second...
5. Ask student to arrange pictures in order of postal activities.

DIRECTIONS FOR SCORING:

100% accuracy is considered minimum accuracy

Accession Number 00311

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

☐ TEACHER WRITTEN TEST/TASK

☐ ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: | | | | | |

LEARNING OBJECTIVE NUMBER: | 0 | 9 | 2 | 2 | 3 |

TITLE: Diagnosis: An Instructional Aid - Reading

AUTHOR: SRA

SOURCE (if applicable): Level A

SOURCE LOCATION: Probe RA 31
Q 11-16

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

DIRECTIONS FOR SCORING:

NLRC/P

Accession Number 00312

SER-LARS Report C-3
Objective Referenced Measures

[X] TEACHER WRITTEN TEST/TASK

[ ] ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [1][8][1][1][0]

TITLE: Ruler Use

AUTHOR: J. Morgan

SOURCE (if applicable): Middle Urban

SOURCE LOCATION:

DIRECTIONS FOR ADMINISTRATION: Prepare paper with five dots labeled A - E. At the right side of the paper, specify lengths of lines child must draw.

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

List five lines of specific lengths which are to be drawn.

A. 5"
B. 7"
C. 2"
D. 1"
E. 3"

DIRECTIONS FOR SCORING:

Each of five items correctly done receives 20 points.

Accession Number 00313

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

[X] TEACHER WRITTEN TEST/TASK

[ ] ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [9][0][1][0][3]

TITLE: Baseline for Out of Seat Behavior

AUTHOR: S. Rosenberg

SOURCE (if applicable): Middle Urban

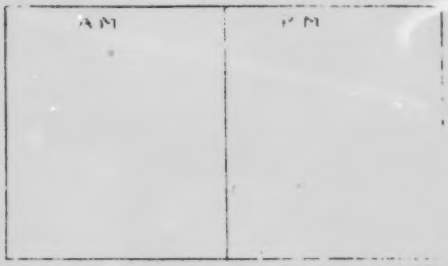
SOURCE LOCATION: _____

DIRECTIONS FOR ADMINISTRATION:

Teacher records a slash on a 3 x 5 index card every time the student is out of his seat inappropriately. Card is divided into AM session and PM.

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

Student is expected to be in his seat unless granted permission by the teacher through raising his hand.



DIRECTIONS FOR SCORING: Student will have passed the objective when not out of the seat inappropriately more than ___ times on ___ consecutive days. The average number of times the student is out of the seat for a ___ consecutive day period is pre/post test score.

NLRC/P

Accession Number 00314

SER-LARS Report C-3
Objective Referenced Measures

☐ TEACHER WRITTEN TEST/TASK

☐ ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: | | | | | |

LEARNING OBJECTIVE NUMBER: | 1 | 8 | 1 | 9 | 8 |

TITLE: Diagnosis: An Instructional Aid - Math

AUTHOR: SRA

SOURCE (if applicable): Kit B

SOURCE LOCATION: Probe 4

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

DIRECTIONS FOR SCORING:

Accession Number 00315

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

☐ TEACHER WRITTEN TEST/TASK

☐ ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: | | | | | |

LEARNING OBJECTIVE NUMBER: | 0 | 9 | 1 | 5 | 9 |

TITLE: Detecting the Sequence

AUTHOR: R.A. Boning
Barnel Loft

SOURCE (if applicable): Specific Skills

SOURCE LOCATION: Unit 1

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

DIRECTIONS FOR SCORING:

Accession Number 00316

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

☐ TEACHER WRITTEN TEST/TASK

☐ ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [9][9][0][2][3]

TITLE: Basic Goals In Spelling

AUTHOR: Wm. Kottmeyer
A. Claus
McGraw Hill

SOURCE (if applicable): Level 8

SOURCE LOCATION: Unit 5

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

DIRECTIONS FOR SCORING:

Accession Number 00317

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

☐ TEACHER WRITTEN TEST/TASK

☐ ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: | | | | | |

LEARNING OBJECTIVE NUMBER: | C | 9 | 1 | 5 | 5 |

TITLE: Locating the Answer

AUTHOR: R.A. Boning
Barnel Loft

SOURCE (if applicable): Specific Skills

SOURCE LOCATION: Unit 25

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

DIRECTIONS FOR SCORING:

Accession Number 00318

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

☐ TEACHER WRITTEN TEST/TASK

☐ ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: | | | | | |

LEARNING OBJECTIVE NUMBER: | 0 | 9 | 2 | 1 | 9 |

TITLE: Using the Context

AUTHOR: R.A. Boning
Barnel Loft

SOURCE (if applicable): Specific Skills Series

SOURCE LOCATION: Unit 1

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

DIRECTIONS FOR SCORING:

Accession Number 00319

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

☐ TEACHER WRITTEN TEST/TASK

☐ ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: | | | | | |

LEARNING OBJECTIVE NUMBER: | | 6 | 2 | 6 | 6 |

TITLE: Following Directions

AUTHOR: R.A. Boning
Barnel Loft

SOURCE (if applicable): Specific Skills

SOURCE LOCATION: Units 1 & 2

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

DIRECTIONS FOR SCORING:

NLRC/P

Accession Number 00320

SER-LARS Report C-3
Objective Referenced Measures

☐ TEACHER WRITTEN TEST/TASK

☐ ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: | | | | | |

LEARNING OBJECTIVE NUMBER: | 3 | 9 | 0 | 0 | 1 |

TITLE: Getting the Facts

AUTHOR: R.A. Boning
Barnel Loft

SOURCE (if applicable): Specific Skills Series

SOURCE LOCATION: Unit 25

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

DIRECTIONS FOR SCORING:

Accession Number 00321

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

☐ TEACHER WRITTEN TEST/TASK

☐ ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: | | | | | |

LEARNING OBJECTIVE NUMBER: | 0 | 9 | 1 | 5 | 9 |

TITLE: Detecting the Sequence

AUTHOR: R.A. Boning
Barnel Loft

SOURCE (if applicable): Specific Skills Series

SOURCE LOCATION: Units 1-4

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

DIRECTIONS FOR SCORING:

Accession No. 00322

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

☐ TEACHER WRITTEN TEST/TASK

☐ ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: | | | | | |

LEARNING OBJECTIVE NUMBER: | 0 | 9 | 1 | 5 | 5 |

TITLE: Locating the Answer - Level A

AUTHOR: R.A. Boning
Barnel Loft

SOURCE (if applicable): Specific Skills Series

SOURCE LOCATION: Units 1 & 2

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

DIRECTIONS FOR SCORING:

NLRC/P

Accession Number CC323

SER-LARS Report C-3
Objective Referenced Measures

☐ TEACHER WRITTEN TEST/TASK

☐ ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: | | | | | |

LEARNING OBJECTIVE NUMBER: | 1 | 8 | 1 | 8 | 3 |

TITLE: Diagnosis: An Instructional Aid Kit B

AUTHOR: SRA

SOURCE (if applicable): SRA

SOURCE LOCATION: Probe 3

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

DIRECTIONS FOR SCORING:

Accession Number 00324

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

[XX] TEACHER WRITTEN TEST/TASK

[ ] ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [0][7][0][8][6]

TITLE: Verbal Expression of Simple Sentences

AUTHOR: S. Snyder

SOURCE (if applicable): Middle Urban

SOURCE LOCATION:

DIRECTIONS FOR ADMINISTRATION:

1. Show Peadbody Language Development Card (use 20) to student.
2. Direct student to make up a sentence about the picture.
3. Record exactly what the student says.

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

Shown a picture of a bird, the student responds - "That is a bird".

DIRECTIONS FOR SCORING:

1. Record student response to each stimulus picture.
2. Student passes if the response is a noun-verb sentence.
3. Compute the percentage if correct scores.

Accession Number 00325

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

[X] TEACHER WRITTEN TEST/TASK

[ ] ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [C][6][1][6][5]

TITLE: Auditory Discrimination - Different Letter Pairs

AUTHOR: S. Snyder

SOURCE (if applicable): Middle Urban

SOURCE LOCATION:

DIRECTIONS FOR ADMINISTRATION:

1. Seat child with his back to the person giving the test
2. Repeat the letter pairs clearly and distinctly.
3. Student responds "same" or "different" to the 20 letter pairs - 10 same and 10 different.

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

Auditory Discrimination - like and different letter pairs

1. b - d
2. a - a
3. c - c
4. t - d
5. f - l
6. m - n
7. l - i
8. o - a
9. g - g
10. u - w
11. p - p
12. z - s
13. r - r
14. g - j
15. k - k
16. h - f
17. t - t
18. q - g
19. j - j
20. y - i

DIRECTIONS FOR SCORING:

1. Record student response of same or different.
2. Determine the percent of like pairs identified correctly and the percentage of different pairs identified correctly.

Accession Number 00326

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

☐ TEACHER WRITTEN TEST/TASK

☐ ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: | | | | | |

LEARNING OBJECTIVE NUMBER: | 9 | 0 | 1 | 0 | 3 |

TITLE: Devereaux Elementary School Behavior Rating Scale

AUTHOR: Spivak George
and Swift, Marshall
Devereux Foundation

SOURCE (if applicable): Rating Scales

SOURCE LOCATION: Behavior Factor #1

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

DIRECTIONS FOR SCORING:

NLRC/P

Accession Number 00327

SER-LARS Report C-3
Objective Referenced Measures

[X] TEACHER WRITTEN TEST/TASK

[ ] ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [2][1][2][0][4]

TITLE: Subtraction

AUTHOR: P. Knam

SOURCE (if applicable): Middle Urban

SOURCE LOCATION:

DIRECTIONS FOR ADMINISTRATION:

"Think of the numbers as pieces of candy. You take away the bottom number from the top number to see how many are left."

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

4	5	6	7	8	9
-2	-3	-2	-4	-5	-7

DIRECTIONS FOR SCORING:

Score = the percent correct

100

Accession Number 00328

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

☐ TEACHER WRITTEN TEST/TASK

☐ ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: | | | | | |

LEARNING OBJECTIVE NUMBER: | 2 | 1 | 1 | 3 | 3 |

TITLE: Key Math Diagnostic Arithmetic Test

AUTHOR: Connolly, A.
Natchman, W.
Pritchett, E. M.

SOURCE (if applicable): American Guidance Service

SOURCE LOCATION:

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

DIRECTIONS FOR SCORING:

Accession Number 00329

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

[ ] TEACHER WRITTEN TEST/TASK

[X] ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [0][6][6][8][8]

TITLE: Following 2-Step Directions

AUTHOR: M. Freund

SOURCE (if applicable): Middle Urban

SOURCE LOCATION:

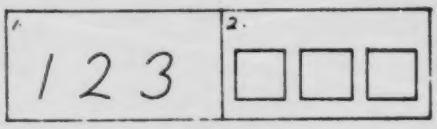
DIRECTIONS FOR ADMINISTRATION: Instructions read orally to the student. Student is told not to begin until each instruction is completed.

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

Instructions:

1. Put an X on the number that tells how many eyes you have.
2. See the 3 boxes. Put a one in the 1st box and a cross in the last box.

Student's Worksheet:



DIRECTIONS FOR SCORING: The score is the number of correct items.

Accession Number 00330

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

[X] TEACHER WRITTEN TEST/TASK

[ ] ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [1][5][2][9][9]

TITLE: Verbs Pack Test

AUTHOR: _____ SOURCE (if applicable): Lancaster School Dist.

SOURCE LOCATION: Test 1

DIRECTIONS FOR ADMINISTRATION:

Part I - Underline the verb in each sentence. The sentence may have compound words.

Part II - Circle the word that is a verb. Use the he-they test.

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

Part I - 1. Tracy left her books on the table.
2. This afternoon we will leave for camp.
3. The bus broke down this morning.
4. The car ran out of gas.

Part II - Think hit ran begin cry
they served weak break jumper

DIRECTIONS FOR SCORING:

Score = percent correct

NLRC/P

Accession Number 00331

SER-LARS Report C-3
Objective Referenced Measures

☐ TEACHER WRITTEN TEST/TASK

☐ ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: | | | | | |

LEARNING OBJECTIVE NUMBER: | 0 | 9 | 1 | 6 | 9 |

TITLE: Specific Skills Series

AUTHOR: R.A. Boning
Barnel Loft

SOURCE (If applicable): Getting the Main Idea

SOURCE LOCATION: Units 1, 2, 21, 24

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

DIRECTIONS FOR SCORING:

Accession Number 00332

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

☐ TEACHER WRITTEN TEST/TASK

☐ ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: | | | | | |

LEARNING OBJECTIVE NUMBER: | 0 | 9 | 0 | 9 | 1 |

TITLE: Diagnosis: An Instructional Aid - Reading

AUTHOR: SRA

SOURCE (If applicable): Level A

SOURCE LOCATION: Probe 7

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

DIRECTIONS FOR SCORING:

Accession Number 00333

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

☐ TEACHER WRITTEN TEST/TASK

☐ ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: | | | | | |

LEARNING OBJECTIVE NUMBER: | 9 | 0 | 4 | 7 | 6 |

TITLE: Diagnosis: An Instructional Aid - Reading

AUTHOR: SRA

SOURCE (if applicable): Level A

SOURCE LOCATION: Probe 5

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

DIRECTIONS FOR SCORING:

Accession Number: 00334

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

☐ TEACHER WRITTEN TEST/TASK

☐ ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: | | | | | |

LEARNING OBJECTIVE NUMBER: | 1 | 5 | 0 | 8 | 7 |

TITLE: Diagnosis: An Instructional Aid - Reading

AUTHOR: SRA

SOURCE (if applicable): Level A

SOURCE LOCATION: Probe 11

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS.

DIRECTIONS FOR SCORING:

Accession Number 00335

NLRC/P

SER-LARS Report C-3
Objective Referenced Measures

☐ TEACHER WRITTEN TEST/TASK

☐ ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [0][9][1][2][9]

TITLE: Botel's Phonics Inventory

AUTHOR: Botel, Morton

SOURCE (If applicable): Follett Educational Corp.

SOURCE LOCATION:

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

DIRECTIONS FOR SCORING:

Accession Number 00336

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

☐ TEACHER WRITTEN TEST/TASK

☐ ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: | | | | | |

LEARNING OBJECTIVE NUMBER: | C | 1 | 6 | 0 | 3 |

TITLE: Botel's Phonics Inventory

AUTHOR: Botel, Morton

SOURCE (If applicable): Follett Educational Corp.

SOURCE LOCATION:

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

DIRECTIONS FOR SCORING:

Accession Number 00337

NLRC/P

SER-LARS Report C-3
Objective Referenced Measures

☐ TEACHER WRITTEN TEST/TASK

☐ ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: | | | | | |

LEARNING OBJECTIVE NUMBER: | 1 | 8 | 2 | 1 | 4 |

TITLE: Diagnosis: An Instructional Aid - Reading

AUTHOR: SRA

SOURCE (if applicable): Level A

SOURCE LOCATION: Probe 3

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS

DIRECTIONS FOR SCORING:

Accession Number 00338

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

☐ TEACHER WRITTEN TEST/TASK

☐ ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [1][8][4][8][.8]

TITLE: Key Math Diagnostic Arithmetic Test

AUTHOR: Connolly, A., Natchman, W., Pritchett, E.

SOURCE (if applicable): AGS

SOURCE LOCATION:

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS.

DIRECTIONS FOR SCORING:

Accession Number 00339

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

☐ TEACHER WRITTEN TEST/TASK

☐ ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: | | | | | |

LEARNING OBJECTIVE NUMBER: | 0 | 6 | 3 | 2 | 2 |

TITLE: Diagnostic Tests - Traditional Math

AUTHOR: Kenworthy Services

SOURCE (if applicable):

SOURCE LOCATION: Multiplication

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS.

DIRECTIONS FOR SCORING:

Accession Number 00340

NLRC/P

SER-LARS Report C-3
Objective Referenced Measures

☐ TEACHER WRITTEN TEST/TASK

☐ ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: | | | | | |

LEARNING OBJECTIVE NUMBER: | 0 | 9 | 0 | 0 | 1 |

TITLE: Lindamood Auditory Conceptualization Test

AUTHOR: Lindamood & Lindamood

SOURCE (if applicable): Teaching Resources

SOURCE LOCATION: Category 1

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

DIRECTIONS FOR SCORING:

Accession Number 00341

NLRC/P

SER-LARS Report C-3
Objective Referenced Measures

☐ TEACHER WRITTEN TEST/TASK

☐ ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [3][5][0][1][5]

TITLE: Diagnosis: An Instructional Aid - Reading

AUTHOR: SRA

SOURCE (if applicable): Level A

SOURCE LOCATION: Probe PA 30

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS

DIRECTIONS FOR SCORING:

Accession Number 00342

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

☐ TEACHER WRITTEN TEST/TASK

☐ ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [2][1][1][5][6]

TITLE: Heath Elementary Math

AUTHOR: D.C. Heath

SOURCE (if applicable): Level 1

SOURCE LOCATION: Chapter 7 - Chapter Test

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

DIRECTIONS FOR SCORING:

Accession Number 00343

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

[X] TEACHER WRITTEN TEST/TASK

[ ] ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [7][5][0][0][0]

TITLE: Establishing Baseline for Beginning Work

AUTHOR: D. Van Duzer

SOURCE (if applicable): Middle Urban

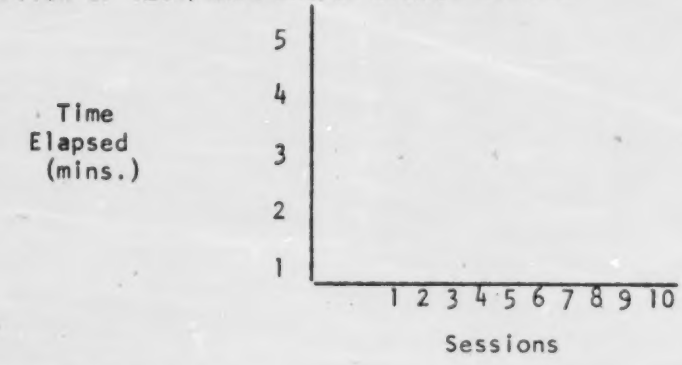
SOURCE LOCATION:

DIRECTIONS FOR ADMINISTRATION:

Observe the student entering the room for 10 sessions.

Record the amount of time elapsed before the student begins work.

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:



DIRECTIONS FOR SCORING:

Compute the percentage of times the student begins working within five minutes.

Accession Number 00344

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

[X] TEACHER WRITTEN TEST/TASK

[ ] ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [0][9][2][7][1]

TITLE: Contractions

AUTHOR: G. Williams

SOURCE (If applicable): Middle Urban

SOURCE LOCATION:

DIRECTIONS FOR ADMINISTRATION:

Give the student a written list of pronouns with forms of the verb to be, had, or have and verbs with not. Tell the student to combine the words to make contractions.

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

we are	It is
will not	you will
he had	should not
they have	I have
I am	can not

DIRECTIONS FOR SCORING:

Score = the percentage correct

Accession Number 00345

NLRC/P

SER-LARS Report C-3
Objective Referenced Measures

☐ TEACHER WRITTEN TEST/TASK

☐ ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: | | | | | |

LEARNING OBJECTIVE NUMBER: | 3 | 5 | 0 | 2 | 0 |

TITLE: Diagnosis: An Instructional Aid - Reading

AUTHOR: SRA

SOURCE (if applicable): Level A

SOURCE LOCATION: Probe RA 8

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

DIRECTIONS FOR SCORING:

Accession Number 00346

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

[X] TEACHER WRITTEN TEST/TASK

[ ] ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [0][9][1][4][6]

TITLE: Vowel - Vowel Combination Test

AUTHOR: S. Rosenberg

SOURCE (if applicable): Middle Urban

SOURCE LOCATION:

DIRECTIONS FOR ADMINISTRATION:

Present the student with 10 word flashcards, one at a time.

The student will read the word.

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

1. Meat
2. Boat
3. Mail

DIRECTIONS FOR SCORING:

Score = Compute the percentage correct

NLRC/P

Accession Number 00347

SER-LARS Report C-3
Objective Referenced Measures

[X] TEACHER WRITTEN TEST/TASK

[ ] ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [3][5][0][2][3]

TITLE: Learning Sight Words

AUTHOR: P. Bromhead

SOURCE (if applicable): Suburban

SOURCE LOCATION:

DIRECTIONS FOR ADMINISTRATION:

1. Present each flash card to the student.
2. Have the student say the words.
3. Ask the student meaning of the word.

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

boat

DIRECTIONS FOR SCORING:

The student must get both the pronunciation and the meaning of the word correct to receive credit for the word.

Accession Number 00348

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

[X] TEACHER WRITTEN TEST/TASK

[ ] ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [3][5][0][2][4]

TITLE: Alphabet Game Board

AUTHOR: L. Motter

SOURCE (if applicable): Suburban

SOURCE LOCATION:

DIRECTIONS FOR ADMINISTRATION:

Use with a small group of students (2-3)

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

1. Student spins the dial.
2. Student moves to color space indicated by dial if he can name the letter on the top alphabet card. If he can't he loses a turn.

DIRECTIONS FOR SCORING:

Teacher observes to determine which letters the student has difficulty with.

NLRC/P

Accession Number 00349

SER-LARS Report C-3
Objective Referenced Measures

[X] TEACHER WRITTEN TEST/TASK

[ ] ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [4][0][0][0][3]

TITLE: Verbs Pack Test

AUTHOR: Lancaster School Dist. SOURCE (if applicable): Middle Urban

SOURCE LOCATION: Test 1

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

DIRECTIONS FOR SCORING:

Accession Number 00350

NLRC/P

SER-LARS Report C-3
Objective Referenced Measures

☐ TEACHER WRITTEN TEST/TASK

☐ ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: | | | | | |

LEARNING OBJECTIVE NUMBER: | 4 | 0 | 0 | 0 | 4 |

TITLE: Specific Skills Series

AUTHOR: R.A. Boning
Barnel Loft

SOURCE (if applicable): Capitalization and Punctuation

SOURCE LOCATION: Unit 1

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

DIRECTIONS FOR SCORING:

Accession Number 00351

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

[X] TEACHER WRITTEN TEST/TASK

[ ] ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [3][5][0][2][5]

TITLE: Informal Test for Uppercase Letter Formation

AUTHOR: S. Geesey

SOURCE (If applicable): Rural

SOURCE LOCATION:

DIRECTIONS FOR ADMINISTRATION:

1. Give the student pencil and paper.
2. Tell the student to print the letters of the alphabet (help the student if he forgets what letter comes next, but do not show any model).

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

Capital letters of the alphabet

DIRECTIONS FOR SCORING:

1. Any letter which the student did not produce even after a verbal prompt, score as an error and teach that letter.
2. Any letter that was reversed or showed a discrepency in spacing, score as an error and teach that letter.

Accession Number 00352

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

[X] TEACHER WRITTEN TEST/TASK

[ ] ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [3][5][0][2][6]

TITLE: Informal Test for Numeral Formation

AUTHOR: S. Geesey

SOURCE (if applicable): Rural

SOURCE LOCATION:

DIRECTIONS FOR ADMINISTRATION:

1. Give the student pencil and paper
2. Tell the student to write the numbers from 1 to 30. (Help the student if he forgets what number comes next but don't show a model).

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

Numeral formation from 1 to 30

DIRECTIONS FOR SCORING:

1. Any numeral which the student does not produce, even after a verbal prompting, score an error and teach that numeral.
2. Any numeral which is reversed or shows a discrepancy should be scored as an error.

NLRC/P

Accession Number 00353

SER-LARS Report C-3
Objective Referenced Measures

[X] TEACHER WRITTEN TEST/TASK

[ ] ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [4][0][0][0][5]

TITLE: Dictionary Skills

AUTHOR: J. Zigner

SOURCE (if applicable): Middle Urban

SOURCE LOCATION:

DIRECTIONS FOR ADMINISTRATION:

Present the student with a word. Have the student look the word up and fill in the correct columns.

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

Word	Page No.	Guide Words	Meaning
100K			

DIRECTIONS FOR SCORING:

Score - percentage correct

Accession Number 00354

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

[X] TEACHER WRITTEN TEST/TASK

[ ] ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [3][0][0][0][8]

TITLE: Bead Stringing

AUTHOR: F. Lamberts

SOURCE (if applicable): Western

SOURCE LOCATION:

DIRECTIONS FOR ADMINISTRATION:

Have the student string all the beads of a specified color from a group of differently colored beads.

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

DIRECTIONS FOR SCORING: Check to make sure only the beads of the specified color were strung.

Accession Number 00355

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

[X] TEACHER WRITTEN TEST/TASK

[ ] ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [3][5][0][2][7]

TITLE: Oral Sequential Recall

AUTHOR: B. McClincy

SOURCE (if applicable): Rural

SOURCE LOCATION:

DIRECTIONS FOR ADMINISTRATION:

1. Student is seated comfortably.
2. Student has already orally read the selection.

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

Questions:

1. What is the title of the story you have just read?
2. What happened first?
3. What happens in the middle of the story?
4. How does the story end?

DIRECTIONS FOR SCORING:

1. Give no more than 2 minutes for each reply
2. 2 points for all correct replys given in sequence and without cues
3. 1 point for all subsequent replys out of sequence
4. 0 points for events recalled through picture stimulation or rereading

Accession Number 00356

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

[X] TEACHER WRITTEN TEST/TASK

[ ] ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [3][5][0][2][8]

TITLE: Bisyllabic Words

AUTHOR: S. Martin

SOURCE (if applicable): Rural

SOURCE LOCATION:

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

Count the number of times the student says bisyllabic words correctly or incorrectly throughout the school day.

DIRECTIONS FOR SCORING:

NLRC/P

Accession Number 00357

SER-LARS Report C-3
Objective Referenced Measures

☐ TEACHER WRITTEN TEST/TASK

☐ ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: | | | | | |

LEARNING OBJECTIVE NUMBER: | 4 | 0 | 0 | 0 | 6 |

TITLE: Specific Skills Series

AUTHOR: R. A. Boning
Barnel Loft

SOURCE (if applicable): Capitilization and Punctuation

SOURCE LOCATION: Units 1 & 2

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

DIRECTIONS FOR SCORING:

Accession Number 00358

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

☐ TEACHER WRITTEN TEST/TASK

☐ ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: | | | | | |

LEARNING OBJECTIVE NUMBER: | 4 | 0 | 0 | 0 | 7 |

TITLE: Specific Skills Series

AUTHOR: R. A. Boning
Barnel Loft

SOURCE (if applicable): Punctuation Test

SOURCE LOCATION: Level D

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

DIRECTIONS FOR SCORING:

Accession Number 00359

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

[XX] TEACHER WRITTEN TEST/TASK

[ ] ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [3][5][0][2][9]

TITLE: Sight Vocabulary

AUTHOR: T. Myers

SOURCE (if applicable): Middle Urban

SOURCE LOCATION:

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

(1) Student reads orally a paragraph of approximately 100 words.

(2) Implementer marks, on his own copy, all the incorrect responses.

DIRECTIONS FOR SCORING:

Score = the percentage of incorrect words

Accession Number 00360

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

☐ TEACHER WRITTEN TEST/TASK

☐ ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: | | | | | |

LEARNING OBJECTIVE NUMBER: | 3 | 5 | 0 | 3 | 0 |

TITLE: Beery-Butenica Test of Visual-Motor Integration

AUTHOR: Beery, Butenica
Follett Publ.

SOURCE (if applicable):

SOURCE LOCATION:

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

DIRECTIONS FOR SCORING:

Accession Number 00361

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

[X] TEACHER WRITTEN TEST/TASK

[ ] ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [0][6][1][1][7]

TITLE: Stringing Beads

AUTHOR: P. Jodun

SOURCE (if applicable): Rural

SOURCE LOCATION:

DIRECTIONS FOR ADMINISTRATION:

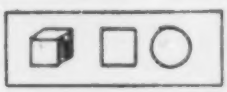
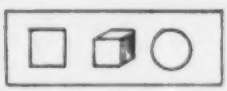
Materials - Large Colored Beads and Pattern Cards

"With the three beads and pieces of string, one at a time make the patterns that are pictured on the pattern cards."

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

Make five simple pattern cards, using just three stimulus shapes and colors:

Have the student string the pictured pattern with the string and cube, square and circle.

  , Etc.

DIRECTIONS FOR SCORING:

Direct observation of performance.

NLRC/P

Accession Number 00362

SER-LARS Report C-3
Objective Referenced Measures

☐ TEACHER WRITTEN TEST/TASK

☐ ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: ☐☐☐☐☐

LEARNING OBJECTIVE NUMBER: 1 5 5 3 6

TITLE: Informal Assessments

AUTHOR: Scott-Foresman

SOURCE (if applicable): Open Highways Series

SOURCE LOCATION: Test 11

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

DIRECTIONS FOR SCORING:

Accession Number 00363

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

[x] TEACHER WRITTEN TEST/TASK

[ ] ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [4][5][0][0][6]

TITLE: Testing Recognition of Numbers and Tens Equivalent

AUTHOR: J. Shoop

SOURCE (If applicable): Suburban Unit

SOURCE LOCATION:

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

The student will place strips of oak tag together so that a group of tens will be next to the number which represents it.

1) Cut strips (3"x7") in half along a regular line to form two pieces.
2) Counting by tens write a 2 or 3 digit number on 1/2 of the strip and the corresponding number of tens on the other half.

DIRECTIONS FOR SCORING:

Score = percent correct

NLRC/P

Accession Number 00364

SER-LARS Report C-3
Objective Referenced Measures

☐ TEACHER WRITTEN TEST/TASK

☐ ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: | | | | | |

LEARNING OBJECTIVE NUMBER: | 0 | 6 | 2 | 6 | 7 |

TITLE: Specific Skills Series

AUTHOR: R.A. Boning
Barnel Loft

SOURCE (If applicable): Following Directions

SOURCE LOCATION: Level F

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

DIRECTIONS FOR SCORING:

Accession Number 00365

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

[X] TEACHER WRITTEN TEST/TASK

[ ] ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [3][0][0][1][2]

TITLE: Learning to Draw on a Dotted Line

AUTHOR: J. Jordan

SOURCE (if applicable): Rural

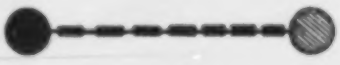
SOURCE LOCATION:

DIRECTIONS FOR ADMINISTRATION:

(1) The student must be instructed in the meaning of the start/stop visual cues: (● Start, ● Stop)
(2) Student must be shown correct and incorrect responses
(3) 6 wrong = frustration level

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

(1) The student must place the crayon on the starting point and move left to right along the inner boundaries of the dotted lines and stop at the end points.
(2) The student must be able to identify correct and incorrect responses.



DIRECTIONS FOR SCORING:

(1) To be a correct response, no crayon must show outside the boundaries of the dotted lines.
(2) The number right over the number of trials (2/5) is recorded.

Accession Number 00366

NLRC/P

SER-LARS Report C-3
Objective Referenced Measures

☐ TEACHER WRITTEN TEST/TASK

☐ ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: | | | | | |

LEARNING OBJECTIVE NUMBER: | 1 | 5 | 1 | 9 | 6 |

TITLE: Boehm Test of Basic Concepts

AUTHOR: A. E. Boehm

SOURCE (if applicable): Book I/II

Psychological Corporation SOURCE LOCATION: Time Concepts

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

DIRECTIONS FOR SCORING:

Accession Number 00367

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

☐ TEACHER WRITTEN TEST/TASK

☐ ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [0][9][1][2][2]

TITLE: Survey Test for Discoveries

AUTHOR: L. Matteoni

SOURCE (if applicable): Test Workbook

SOURCE LOCATION:

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

DIRECTIONS FOR SCORING:

Accession Number 00368

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

[ ] TEACHER WRITTEN TEST/TASK

[X] ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [0][9][1][4][0]

TITLE: Survey Test for Discoveries

AUTHOR: L. Matteoni

SOURCE (if applicable): Test Workbook

SOURCE LOCATION:

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

DIRECTIONS FOR SCORING:

Accession Number 00369

NLRC/P

SER-LARS Report C-3
Objective Referenced Measures

☐ TEACHER WRITTEN TEST/TASK

☐ ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: | | | | | |

LEARNING OBJECTIVE NUMBER: | 0 | 9 | 0 | 4 | 0 |

TITLE: Survey Test for Discoveries

AUTHOR: L. Matteoni

SOURCE (if applicable): Test Workbook

SOURCE LOCATION:

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

DIRECTIONS FOR SCORING:

Accession Number 00370

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

☐ TEACHER WRITTEN TEST/TASK

☐ ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: | | | | | |

LEARNING OBJECTIVE NUMBER: | 0 | 9 | 1 | 6 | 9 |

TITLE: Specific Skills Series

AUTHOR: R. A. Boning
Barnel Loft

SOURCE (if applicable): Getting the Main Idea

SOURCE LOCATION: F, Unit 1, 2

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

DIRECTIONS FOR SCORING:

261

Accession Number 00370

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

[x] TEACHER WRITTEN TEST/TASK

[ ] ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [0][6][3][2][2]

TITLE: Multiplication - One-Digit

AUTHOR: J. Yates

SOURCE (if applicable): Rural Unit

SOURCE LOCATION:

DIRECTIONS FOR ADMINISTRATION:

Place a specific number of multiplication problems on a sheet of paper. Include an equal number of problems from each "times table."

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

9	5	8	4
x3	x4	x6	x2

DIRECTIONS FOR SCORING:

Score = the percent correct

Accession Number 00371

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

☐ TEACHER WRITTEN TEST/TASK

☐ ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: | | | | | |

LEARNING OBJECTIVE NUMBER: | 9 | 0 | 4 | 8 | 5 |

TITLE: Specific Skill Services

AUTHOR: R. A. Boning
Barnel Loft

SOURCE (if applicable): Capitalization & Punctuation

SOURCE LOCATION: Level C-Capitalization Test

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

DIRECTIONS FOR SCORING:

Accession Number 00372

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

☐ TEACHER WRITTEN TEST/TASK

☐ ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: | | | | | |

LEARNING OBJECTIVE NUMBER: | 0 | 9 | 1 | 6 | 4 |

TITLE: Specific Skills Series

AUTHOR: R. A. Boning
Barnel Loft

SOURCE (if applicable): Getting the Main Idea

SOURCE LOCATION: Level B, Units 1, 2

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

DIRECTIONS FOR SCORING:

Accession Number 00373

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

[x] TEACHER WRITTEN TEST/TASK

[ ] ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [0][9][0][3][9]

TITLE: Sight Word Flash Card Timing

AUTHOR: J. Yates

SOURCE (if applicable): Rural Unit

SOURCE LOCATION:

DIRECTIONS FOR ADMINISTRATION:

Choose a specific number of Dolch words.
Place them on flash cards.
Give the student a timed presentation.

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

[which]

[love]

[when]

[our]

DIRECTIONS FOR SCORING:

Score = number correct in a specific timed period.

Accession Number 00374

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

[x] TEACHER WRITTEN TEST/TASK

[ ] ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [9][0][2][1][0]

TITLE: Sullivan Programmed Readers

AUTHOR: J. Yates

SOURCE (if applicable): Book 12

SOURCE LOCATION:

DIRECTIONS FOR ADMINISTRATION:

Using vowels and consonants learned in Sullivan Books 12 and below, make up real and nonsense words not introduced in any of the books. Put them on flash cards.

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

Present the cards to the student one at a time.
Separate them into two piles - correct or incorrect.

DIRECTIONS FOR SCORING:

Score = the percent correct

Accession Number 00376

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

☐ TEACHER WRITTEN TEST/TASK

☒ ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: | | | | | |

LEARNING OBJECTIVE NUMBER: | 1 | 5 | 0 | 4 | 8 |

TITLE: Detroit Test of Learning Aptitude

AUTHOR: Baker and Leland

SOURCE (if applicable): Bobbs-Merrill, Co., Inc.

SOURCE LOCATION: Subtest 13

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

DIRECTIONS FOR SCORING:

Accession Number 00377

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

[ ] TEACHER WRITTEN TEST/TASK

[x] ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [1][5][0][4][7]

TITLE: Detroit Tests of Learning Aptitude

AUTHOR: Baker and Leland

SOURCE (if applicable): Bobbs-Merrill, Co.,Inc.

SOURCE LOCATION: Subtest #6

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

DIRECTIONS FOR SCORING:

Accession Number 00378

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

[ ] TEACHER WRITTEN TEST/TASK

[x] ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [9][0][1][2][5]

TITLE: Auditory Discrimination Tape and Duplicating Master

AUTHOR: DLM

SOURCE (if applicable): Level I

SOURCE LOCATION: Worksheet 10

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

DIRECTIONS FOR SCORING:

Accession Number 00379

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

☐ TEACHER WRITTEN TEST/TASK

☒ ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: | | | | | |

LEARNING OBJECTIVE NUMBER: | 9 | 0 | 1 | 2 | 5 |

TITLE: Detroit Test of Learning Aptitude

AUTHOR: Baker & Leland

SOURCE (if applicable): Bobbs-Merrill, Co., Inc.

SOURCE LOCATION: Subtest #11

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

DIRECTIONS FOR SCORING:

Accession Number 00380

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

[ ] TEACHER WRITTEN TEST/TASK

[x] ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [0][9][4][5][1]

TITLE: Diagnosis: An Instructional Aid

AUTHOR: SRA

SOURCE (if applicable): Reading Level A

SOURCE LOCATION: Probe 26

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

DIRECTIONS FOR SCORING:

Accession Number 00381

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

[x] TEACHER WRITTEN TEST/TASK

[ ] ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [9][9][0][2][2]

TITLE: Recognition of Rhyming Words

AUTHOR: S. Snyder

SOURCE (if applicable): Middle Urban

SOURCE LOCATION:

DIRECTIONS FOR ADMINISTRATION:

1. Present student with list of rhyming words
2. Direct student to read words out loud

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

__at
cat
fat
bat
hat

DIRECTIONS FOR SCORING:

1) Record which words were recognized correctly and incorrectly.
2) Compute the percent correct

Accession Number 00382

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

☐ TEACHER WRITTEN TEST/TASK

☒ ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [9][0][6][8][3]

TITLE: Auditory Discrimination Placement Test

AUTHOR: Imperial International Learning Corporation

SOURCE (if applicable): Gateway to Learning Kit

SOURCE LOCATION:

DIRECTIONS FOR ADMINISTRATION:

1. Follow directions supplied in teacher's manual for administration of pre-post test.
2. Provide student workbook

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

DIRECTIONS FOR SCORING:

Score = the percent correct

Accession Number 00383

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

☐ TEACHER WRITTEN TEST/TASK

☒ ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [2][1][4][0][1]

TITLE: Diagnosis: An Instructional Aid - Math

AUTHOR: SRA

SOURCE (if applicable): Level A

SOURCE LOCATION: Probe L2

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

DIRECTIONS FOR SCORING:

NLRC/P

Accession Number 00384

SER-LARS Report C-3
Objective Referenced Measures

☐ TEACHER WRITTEN TEST/TASK

☒ ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: | | | | | |

LEARNING OBJECTIVE NUMBER: | 2 | 1 | 2 | 7 | 9 |

TITLE: Diagnosis: An Instructional Aid - Math

AUTHOR: SRA

SOURCE (if applicable): Level A

SOURCE LOCATION: Probe L3

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

DIRECTIONS FOR SCORING:

Accession Number 00385

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

[ ] TEACHER WRITTEN TEST/TASK

[x] ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [0][9][2][2][3]

TITLE: Diagnosis: An Instructional Aid - Reading

AUTHOR: SRA

SOURCE (if applicable): Level A

SOURCE LOCATION: R A 31

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

DIRECTIONS FOR SCORING:

Accession Number 00386

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

[ ] TEACHER WRITTEN TEST/TASK

[x] ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [2][1][1][3][3]

TITLE: Prescriptive Evaluation Chart: Number Concepts

AUTHOR: Reader's Digest Services, Inc.

SOURCE (if applicable):

SOURCE LOCATION:

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

DIRECTIONS FOR SCORING:

Accession Number 00386

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

[x] TEACHER WRITTEN TEST/TASK

[ ] ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [2][1][1][3][3]

TITLE: Number Sequence

AUTHOR: _____ SOURCE (if applicable): Western Unit

SOURCE LOCATION: _____

DIRECTIONS FOR ADMINISTRATION:

Give the student a specified number of numeral cards to place in the proper sequence using a color coded number line placed along the edge of the desk.

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

The student places the cards in the proper order.

DIRECTIONS FOR SCORING:

The student is to independently complete the above task satisfactorily a prescribed number of times.

Accession Number 00387

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

[ ] TEACHER WRITTEN TEST/TASK

[x] ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [0][9][1][0][5]

TITLE: Fountain Valley

AUTHOR: R. Zweig

SOURCE (if applicable): Phonetic Analysis

SOURCE LOCATION: #5

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

DIRECTIONS FOR SCORING:

Accession Number 00388

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

[ ] TEACHER WRITTEN TEST/TASK

[x] ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [0][9][1][0][5]

TITLE: Fountain Valley

AUTHOR: R. Zweig

SOURCE (if applicable): Phonetic Analysis

SOURCE LOCATION: Yellow I

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

DIRECTIONS FOR SCORING:

Accession Number 00389

SER-LARS Report C-3
Objective Referenced Measures

NLRC/P

☐ TEACHER WRITTEN TEST/TASK

☐ ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: | | | | | |

LEARNING OBJECTIVE NUMBER: | 0 | 1 | 9 | 0 | 1 |

TITLE: Botel's Phonics Inventory

AUTHOR: Morton Botel
Follett Educational Corporation

SOURCE (if applicable):

SOURCE LOCATION:

DIRECTIONS FOR ADMINISTRATION:

DESCRIPTION OF TEST/TASK and/or SAMPLE ITEMS:

DIRECTIONS FOR SCORING: